



## **St Peter's Brafferton CE (VA) Primary School**

### **Policy for Sex and Relationship Education (SRE)**

**Policy completed: May 2017**

**Policy review date: May 2020**

**Person with overall responsibility for SRE: Mrs S Brooks, Head Teacher**

**PSHCE Coordinator: Mrs S Anderson**

**Governor responsible: SEN and GT Gov**

#### **How this Policy was developed**

This policy was developed and agreed in consultation with all staff, governors, parents / carers, pupils and various external bodies. It takes full account of the school's legal obligations and reflects the national aims and priorities included in the DfES Sex and Relationship guidance 0116/2000 and Ofsted (2002) Sex and Relationships Education in Schools.

#### **Rationale for policy**

##### **What is sex and relationships education (SRE)?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels.

##### **Why is sex and relationships education in schools important?**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- SRE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive SRE programme can support in addressing these issues.

- Research shows that a comprehensive SRE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based SRE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)

(Sex and Relationships Education for the 21<sup>st</sup> Century – supplementary advice to the sex and relationships guidance DfEE 2000)

### **The status of sex and relationships education in schools**

The SRE policy and SRE taught as part of the school's curriculum is the statutory responsibility of the school's governing body. School governors are in law expected to give 'due regard' to the Sex and Relationship Education Guidance (DfEE 0116/2000) which is the guidance for schools. Further supplementary guidance has been produced 'Sex and Relationships Education for the 21<sup>st</sup> Century' (March 2014).

Both primary and secondary schools are legally obliged to have an up-to-date SRE policy that defines SRE and describes the content and organisation of SRE taught in and outside of the Science Curriculum. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should also be documented in the policy and governors need to keep a written record of their decision. The policy needs to state how SRE is monitored and evaluated. Whilst academies are not statutorily required to have an SRE policy it would be highly recommended that they do have a document that sets out clearly the schools approach to SRE.

It is the statutory responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children from any SRE taught outside the Science Curriculum.

Alongside this guidance there are a number of requirements that all schools must adhere to when providing sex and relationships education;

- 1) The 2002 Education Act and the 2010 Academies Act sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:
  - which is balanced and broadly based
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- 2) The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary and secondary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty. In secondary schools this includes pupils learning about the structure and function of the male and female reproduction system including menstrual cycle. Though not explicitly referred to there is an expectation that teachers will cover sexual health when they teach about reproduction. (See appendix 4 for Sex Education in the National Curriculum for Science).
- 3) Governing bodies have a wider responsibility under the equalities legislation (Equalities Act 2010) and should ensure that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that SRE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21<sup>st</sup> Century Britain.
- 4) The new National Curriculum in England, Dfe 2013, clearly states that schools, 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice' and that 'SRE is an important part of the PSHE education' (Guidance -PSHE education, Dfe 2013). In April 2014 the mandatory timeline was updated, 'All schools must publish their school curriculum by subject and academic year, including their provision of PSHE. Academies and free

schools are also required to publish information similar to that required by the regulations relating to their curriculum through their funding arrangements.'

- 5) In April 2014 the DfE published ' Keeping children safe in education – statutory guidance for schools and colleges' which states that governing bodies and proprietors should consider how children 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 /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **What is high quality sex and relationships education?**

The principles of high quality SRE in all schools – including those with a religious character – are set out below as stated in the Sex and Relationships Education for the 21<sup>st</sup> Century guidance.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- ensures a safe learning environment is established
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- teaches about social norms and that the majority of young people do not have sexual relationships before the age of 16
- support pupils to manage the pressures to become sexually active until they are ready to enjoy and take full responsibility for a sexual relationship through delay sexual health messages

It contributes to:

- positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## **The schools values / ethos and aims**

Our values and aims as a Christian school underpin all teaching in all subjects, including SRE; we encourage

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

## **What will be the aims, objectives and outcomes of SRE?**

**Our aims in SRE are:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls developing critical thinking as part of decision making

### **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, emotions and healthy relationships

## **Roles and Responsibilities:**

### **The Governing Body**

The governing body has the responsibility to ensure a 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. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to 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. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) 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 /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **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 PSHEe 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 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 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 Co-ordinator**

The school has a co-ordinator for PSHEe 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 as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and 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**

The school will 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 should 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 may 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>

***Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. 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 they should 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.

### Complaints

Parental or public complaints about a school's sex and relationships education provision should be addressed through the school's complaints procedure 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 5) is strongly recommended to 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. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

### Delivery of SRE and the Curriculum

- The SRE curriculum is delivered e.g. through Science, PSHE lessons, e-safety, and where appropriate cross-curricular links are made.
- All class teachers are responsible for delivering the SRE curriculum in line with the school's long term planning which can be viewed on the school website [www.dishforth.n-yorks.sch.uk](http://www.dishforth.n-yorks.sch.uk)
- The content of the SRE curriculum is:

Year 1	I know that there are different types of relationships – family, friends and others I know that family and friends should care for each other I know about change and loss and the associated feelings
Year 2	I know about the changes that have happened to my body since birth I can question whether boys and girls should behave differently I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls I understanding the importance of valuing of one's own body and recognising its uniqueness I know that individuals have rights over their own bodies, and that there are differences between good and bad touching I know who I can go to if I am worried about something I know about the process of growing from young to old and how people's needs change
Year 3	I can identify different types of relationships and show ways to maintain positive and healthy relationships I understand that relationships may change over time I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult I know how other families are similar or different to mine I understand that it is OK to be different to others I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring

Year 4	<p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p> <p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise the worth of other people</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p> <p>I can set personal goals</p> <p>I can demonstrate the features of good friendship</p>
Year 5	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty – physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p>
Year 6	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p>

### Resources used in school (to be reviewed annually to meet pupil needs and current issues)

- I Am I Know I Can will be used from Reception to Y6
- The Busy Bodies Adolescent Development Programme will be used in Year 5/6 to cover the puberty and reproduction aspects of the SRE curriculum. Parents will be informed when the programme will be used in school and will be able to view it at: [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)
- Other resources which may be used are listed in appendix 2
- Provision of SRE will be inclusive for all learners, regardless of SEND, and will be sensitive to ethnicity, faith, sexual orientation.

### 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 pupils in Y2/3 and Y5/6 will 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 PHSCE Leader and head teacher is responsible for monitoring the provision of SRE and for reporting the results to the Governors' Teaching and Learning 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 should 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 question boxes (or similar 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. Teachers will explain '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.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty all staff will 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.

Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for SRE.

### **Lesbian, Gay, Bisexual and Transgender (LGBT) and work on 'Different Families' for primary schools**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGBT pupils (who make up approximately 10% of any school population) often report that their SRE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families and challenging homophobic bullying' (see appendix 2 for a supporting list of resources).

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum should cater for LGB, transgender and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Schools are required to eliminate discrimination, advance equality and foster good relations. Ofsted inspectors are looking for 'the effectiveness of the schools actions to prevent and tackle discrimination and derogatory language, this includes homophobic and transphobic language'.

Stonewall is the leading LGB charity and they provide a range of supporting materials on their website [www.stonewall.org.uk](http://www.stonewall.org.uk) and there is a sexual orientation room on Fronter that provides a range of information for primary and secondary schools including NYCC guidance for schools on supporting Transgender pupils.

### **Working with under 13's**

All staff should be aware of the North Yorkshire safeguarding procedures around working with sexually active young people. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken. Each case must be discussed with the school's senior member of staff, with designated responsibility for Child Protection.

Pupils attending external medical appointments during school time

There may be occasions where a pupil needs to attend an appointment during school hours that is away from the school site. e.g. GUM clinic, hospital etc. Staff may be able to accompany a pupil with the agreement of the Headteacher ensuring all safeguarding aspects are considered in line with the Safer Working Practices for staff.

Health professionals will assess the young person using Fraser Guidelines and will also encourage them to talk to their parents. However the young person has a right not to inform their parents and the school must respect this decision. If required a letter can be sent from the health professional confirming the young person has to attend an appointment. The school must ensure that they support the young person in accessing their appointment and consideration should be given as to how to avoid inadvertently breaching pupil's confidentiality via any school systems for reporting absences to parents. This procedure should be included in appropriate policies so that parents are aware that this can happen. e.g. a school confidentiality policy

### **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

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.

### **Self Taken Images – ‘Sexting’**

Sexting is when someone sends or receives a sexually explicit text, image or video. In primary and secondary 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.

Pupils should 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.

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

- 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 Managers.

If possible, 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?

Further advice is to ensure that ‘Sexting’ is part of the taught PSHE curriculum in the school 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 could be part of the planned PSHE curriculum and should emphasise that it is not the best way of learning about healthy, consensual sex. Teaching should build on learning about relationships, gender expectations of sex, body image, consent, gender stereotypes and the importance of loving and respectful relationships. Pornographic images must never be shown to pupils, and there is no need for

teachers to 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 needs to be part of a planned PSHE / SRE taught curriculum. Younger pupils need to learn that their body belongs to them and that they can say who has access to it. Children need to learn the correct terminology to describe the private parts of their body and know how to seek help if they are abused. These are both key elements in a 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.

NSPCC ChildLine Schools' Service available for Primary Schools can provide a free bi-annual workshop for Year 6 pupils on the different type of abuse. For further details contact:  
Tracey Weavers (Area Coordinator Childline School Service North Yorkshire)  
tracey.weavers@nspcc.org.uk  
07792654739

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

Schools have occasionally expressed concerns about pupils who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching.

Brook have devised the 'Traffic Light Tool' to help professionals who work with children and young people 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)

Some guidance for schools is to:

- 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 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

### **Forced Marriage (FM)**

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. For further information go to <https://www.gov.uk/forced-marriage>. A school needs to decide if this will be part of the taught curriculum (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.

### **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. A school needs to decide if this will be part of the taught curriculum.

There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

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

For further information please go to

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation\\_wda96841.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html)

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.

**Policy agreed; May 2017**

**Governors: S. Sowray, D. Whapples, V.Arrowsmith, L. Elliston**

**Staff: S. Brooks, S. Anderson and J. Wilkinson**

## **Appendix 1**

### **Supporting Documents**

The following documents were used to support this policy:

Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000.

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes-0116-2000%20sre.pdf>

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 3 and 4 available from Fronter in the PSE/ Health and Wellbeing room. <https://fronter.com/northyorks/>

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1 and 2 available from Fronter in the PSE/ Health and Wellbeing room. <https://fronter.com/northyorks/>

## **Appendix 2**

### **Supporting documents and list of resources for teaching and learning in SRE**

A range of documents, guidance's and teaching and learning resources are available in the PSE/ Health and Wellbeing room on Fronter <https://fronter.com/northyorks/> (a schools log in will be required)

Sex and Relationships Education for the 21<sup>st</sup> Century, March 2014. Brook, PSHE Association and the Sex Education Forum.

[https://www.pshe-association.org.uk/news\\_detail.aspx?ID=1383](https://www.pshe-association.org.uk/news_detail.aspx?ID=1383)

Sex Education Forum has a range of resources and fact sheets to support SRE. It also provides a suggested scheme of work for primary and secondary schools. [www.sexeducationforum.org.uk/](http://www.sexeducationforum.org.uk/)

Are you getting it right? A toolkit for consulting young people on sex and relationships education (secondary schools). [http://www.sexeducationforum.org.uk/media/6607/sef\\_audit\\_toolkit\\_2008.pdf](http://www.sexeducationforum.org.uk/media/6607/sef_audit_toolkit_2008.pdf)  
A similar toolkit has been developed for primary schools but there is a cost to purchase this from the sex education forum

PSHE association has a range of supporting information. Some resources are only available through membership this includes guidance on reviewing your schools SRE policy <https://www.pshe-association.org.uk/>

[www.yorsexualhealth.org.uk](http://www.yorsexualhealth.org.uk) Details of local sexual health services in North Yorkshire, including opening times and locations.

Stonewall provides information and resources to support Lesbian, Gay and Bisexual issues. [www.stonewall.org.uk](http://www.stonewall.org.uk)

North Yorkshire Equality and Diversity Guidance to support the issue of homophobic bullying and language and the needs of lesbian, gay and bi-sexual young people in schools available from Fronter in the sexual orientation room <https://fronter.com/northyorks/>

<b>Aspect of the curriculum</b>	<b>Suggested resources with web links</b> Need to ensure the resource meets the needs and values of the school (see appendix 3 for further information)
General teaching and learning resources can be found in the North Yorkshire PSHE and Citizenship planning and assessment tool for Key Stage 1-2 and 3-4 in the PSE/ Health and Wellbeing room on Fronter. The following resources support particular aspects of the curriculum.	
Sexual Abuse  Healthy Relationships  Child Sexual Exploitation Sexting	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) <a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a> (also has a section for parents/carers)</p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse and gender stereotypes from KS1-5 <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a> Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) <a href="http://www.safeguardingsheffieldchildren.org.uk">www.safeguardingsheffieldchildren.org.uk</a></p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) <a href="http://www.canyouseeme.coop">www.canyouseeme.coop</a></p> <p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> has a range of resources and videos to support issues on sexting, safety online and CSE (Ks 3 and 4)</p> <p>The NSPCC has produced resources to support pupils to get help about sexting <a href="http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx">http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx</a></p> <p>This is abuse has been produced by the Home office <a href="http://thisisabuse.direct.gov.uk">http://thisisabuse.direct.gov.uk</a></p> <p>The sex education forum has produced a briefing addressing health relationships and sexual exploitation within PSHE in schools <a href="http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf">http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf</a></p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful</p>

	<p>behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost)  <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></p>
<p>Different Families and Lesbian, Gay and Bisexua</p> 	<p>Stonewall provide a range of supporting resources and information for primary and secondary schools <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a></p> <p>The primary school 'different families/ challenging homophobic language resource can be downloaded for free from <a href="http://www.ellybarnes.com/">http://www.ellybarnes.com/</a> go to resources and then CHIPS challenging homophobia in primary schools and scroll down the page to find the download button. The resource uses a range of story books and lesson plans to introduce different families from reception to year 6</p> <p>FREE is a ground-breaking film for primary school pupils, that conveys a powerful message about difference, diversity and respect. The film follows the stories of four children as they explore family, friendship and what it means to be yourself. FREE directly challenges homophobic bullying and language and shows the importance of celebrating difference. The film is aimed at key stage 2 children and can be accessed at <a href="http://www.stonewallprimary.org.uk/">http://www.stonewallprimary.org.uk/</a></p>
<p>E safety</p>	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2  <a href="http://kidsmart.org.uk">http://kidsmart.org.uk</a></p> <p>Think u know has a range of supporting resources for KS1-5  <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> (It also has a section for parents/carers)</p> <p>E-safety resources for pupils (KS 1-5), teachers and professionals , parents and carers <a href="http://www.childnet-int.org">www.childnet-int.org</a> including Jenny's Story for secondary age pupils</p> <p>The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost)  <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a>  Digital Citizenship Scheme <a href="http://www.digital-literacy.org.uk/Home.aspx">http://www.digital-literacy.org.uk/Home.aspx</a></p> <p>360 Degree Safe – an eSafety audit and planning tool  <a href="http://www.360safe.org.uk/">http://www.360safe.org.uk/</a></p>
<p>Pornography</p>	<p>The sex education forum e-magazine on teaching about pornography  <a href="http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx">http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx</a></p> <p>The BigTalk Cards "Growing Up Safe" .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost)  <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></p> <p>Planet Porn, from BISH, for secondary schools (there is a cost)  <a href="http://bishtraining.com/index.php/planet-porn/">http://bishtraining.com/index.php/planet-porn/</a></p> <p>Fantasy versus reality, for secondary schools from fpa (there is a cost)  <a href="http://www.fpa.org.uk/product/fantasy-vs-reality">http://www.fpa.org.uk/product/fantasy-vs-reality</a></p>
<p>Consent</p>	<p>The PSHE association has produced some guidance on consent</p>

	<p><a href="http://www.pshe-association.org.uk/consent">www.pshe-association.org.uk/consent</a></p> <p>Crown Prosecution Service (CPS) guidance on the statutory definition of Consent and the CPS sexual offences factsheet  <a href="http://www.cps.gov.uk/news/fact_sheets/sexual_offences">http://www.cps.gov.uk/news/fact_sheets/sexual_offences</a></p>
Domestic abuse	<p>NYCC Domestic Abuse School Reference pack 2013  <a href="http://www.northyorks.gov.uk/index.aspx?articleid=16579">www.northyorks.gov.uk/index.aspx?articleid=16579</a></p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5  <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p> <p>A website to help children and young people understand domestic abuse (KS2-5)  <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a></p> <p>Independent domestic abuse service provides a range of information for staff and young people <a href="http://www.idas.org.uk">www.idas.org.uk</a></p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5)  <a href="https://www.pshe-association.org.uk/content.aspx?CategoryID=1193">https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</a></p>
Forced Marriage	<p>Plan Uk has a range of information and supporting lesson plans (KS3-5)  <a href="http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/">http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</a></p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues  <a href="http://www.fpa.org.uk">www.fpa.org.uk</a></p> <p>The PSHE association has a number of parent factsheets including one to support SRE <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a>  A website to support parents in preventing sexual abuse  <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a></p>

### Appendix 3

#### Criteria for choosing appropriate resources to support the teaching of SRE

There are a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to purchasing and using resources it is important to consider the following:

#### Good Practice Principles:

- Is the resource in line with the school's ethos, values and policy statements for SRE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?

- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

### **Teaching and Learning:**

- Does the material outline processes for establishing a positive and supportive learning environment e.g developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

### **Content:**

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

### **Curriculum Issues:**

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

## **Appendix 4**

### **Sex Education in the National Curriculum for Science**

**(Adapted from the sex education forum briefing April 2014)**

This sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 1, 2 and 3 and in the GCSE subject content for single and combined science. Key Stage 4 science programme of study is still draft and first teaching is not expected until September 2016.

The PSHE association have produced a briefing on teaching about puberty which is available at: [https://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=533](https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=533)

### **What are schools required to teach?**

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.
- Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.

Extracts from the National Curriculum subject content

<b>Key Stage 1</b>	
<b>NC Science – statutory from September 2014</b>	<b>Notes and Guidance (non-statutory)</b>
<b>Key Stage 1 Pupils should be taught to:</b>	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 PoS <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2 PoS <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
<b>Key Stage 2</b>	
<b>Lower Key Stage 2 - Years 3 &amp; 4 Pupils should be taught to:</b>	
Year 4 PoS <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>explore and use classification keys to help group, identify and name a variety of living things</li> </ul>	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
<b>Upper Key Stage 2 - Years 5 &amp; 6 Pupils should be taught to:</b>	
Year 5 PoS <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</li> </ul> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p>Pupils]... should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
Year 6 PoS <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms</li> </ul> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul> <b>Evolution and inheritance</b>	<p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their</p>

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

offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.

## Appendix 5

Revised December 2014

### Partners in School Agreement Form

#### Supporting the Personal, Social, Health, Citizenship and Economic Education (PSHCEe)

The aim of this document is to ensure that both the school and the external partner's are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

**School:**

**Lead contact person:**

**Second contact person:**

**Tel:**

**Email:**

**Agency:**

**Lead contact person:**

**Name of person(s) delivering the session:**

**Tel:**

**Email:**

**What is the aim of the session?**

**What type of session is being delivered? (lesson, assembly, drop down day etc)**

**What are the intended learning outcomes for the pupils?**

**Is the partner agency delivering the whole session or contributing to part of session?**

**What activities and methods will be used during the session?**

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

<b>Date/Time</b>	<b>Year / Class</b>	<b>Number of pupils</b>	<b>Any special needs or sensitive issues to be aware of?</b>	<b>Any equipment that needs to be provided by the school?</b>

### Planning checklist

<b>Aspects to be considered</b>	<b>Any agreed actions</b>
Is it clear how the partner's contribution fits with the planned PSHCEe scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	
Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	
Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.	
Appropriate monitoring and evaluation of the session has been	

discussed and agreed?	
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## **Appendix 1 of partners in school agreement form**

### **Effective teaching and learning in Personal Social Health Economic education by partner agencies**

Effective teaching and learning in PSHEe occurs when:

- Sessions take into account student starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students
- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness