



BARLBY BRIDGE CP SCHOOL

SEX AND RELATIONSHIP POLICY

Document Status			
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Date of Policy Creation October 2015	Adapted school written model	Responsibility	Staff <i>Head Teacher Claire Hughes PHSE Coordinator Rebecca Herrington</i>
Date of Policy Adoption by Governing Body November 2015		Signed	
Method of Communication (e.g Website, Noticeboard, etc) Policy file			

What Is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life in its many forms. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Principles and Values

In addition Barlby Bridge School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. This was a key principle for the parents/ carers and staff, who were involved in the consultation. We consider the important values are love, respect and care for each other.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- An awareness of discrimination, teasing, bullying. The use of prejudiced-based language, including that of a homophobic, biphobic and transphobic nature, and how to respond and ask for help.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers

Legislation

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 <https://www.gov.uk/government/publications/sex-and-relationship-education>

Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014); <http://www.brook.org.uk/index.php/information/sre-supplementary-advice>

Consultation

The policy was created by the school using the model policy and guidance from the NYCC January 2015. The policy will be agreed by the Governing Body and will be reviewed bi-annually or earlier should the need arise. (Due to the new schedule of delivery in 2015/2016 we will review the policy for amendments in May 2016.)

Parents will be issued with a hard copy on entry to the school (and on creation May 2015) and the policy will be accessible on the school website.

Parents will be invited to attend Key Stage Meetings informing them of how SRE will be delivered within the school each year (January 2016). They will be provided with links to materials used during the delivery of the curriculum. In addition, parents of Years 5 and 6 children will be invited to watch the films use within their children's' puberty lessons later in the year. All parents will be given time to ask questions relating to its content and share any worries and concerns they may have.

Links to other Policies

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy / ICT
- Inclusion Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equalities Scheme

Personal Development and Relationship Education in our school has three main elements:

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict

- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults
- learning how to recognise and avoid abuse, control and exploitation
- 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 be able to challenge transphobic, homophobic and biphobic 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

Attitudes and Values

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

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
- understanding physical and emotional changes and the development of relationships
- 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, sexual health, emotions and healthy relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

Aims

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

Organisation and Content of Personal Development Education

The SRE programme at Barlby Bridge Community Primary School is firmly embedded within the school's framework for PSHE, which was developed through consultation with schools within the locality following analysis of our HRBQ data, and the National Curriculum for Science and Computing.

Science

EYFS

- Know about similarities and differences in relation to living things. Talk about features of their own environment and how environments may vary from one another. Make observations of animals and explain why things occur and talk about changes (KUW – ELG)

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.

- Notice that animals, including humans, have offspring, which grow into adults.
- Find out about and describe the basic needs of animals, including humans for survival.
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

Year 3

- Explain the importance of a nutritionally balanced diet.
- Describe and explain the skeletal system of a human.
- Describe and explain the muscular system of a human.

Year 5

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal (including human) an amphibian, an insect and a bird.

Year 6

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Computing – E safety

EYFS / KS1

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

KS2

- Use technology safely and respectfully, recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content or contact.

PSHE – taught through the theme of Me and My Relationships

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 understand 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

- I feel good about myself and my body
- I understand the language used to describe changes and feelings
- I understand that my body and emotions will change as I grow older
- I can recognise what love is
- I know that there are different kinds of families and partnerships

Year 5

- I can name and explain male and female body parts, relating to Sex and Relationship Education
- I know the ways in which boys and girls grow and develop in puberty – physically and emotionally
- 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
- 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

- I know where individuals, families and groups can get help and support
- I understand the importance of being respectful to everyone and to recognize and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point

Year 6

- I know about human reproduction including conception
- I understand the physical and emotional changes I will go through at puberty
- 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
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people
- I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship
- 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
- I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict

Delivery of SRE

Class teachers will deliver SRE curriculum across all Years with the exception of years 4/5 and 6 of which the majority will be taught by Mr Wood, a HLTA. Teachers delivering the curriculum relating to puberty to Years 5 and 6 will have been on the NYCC SRE training. (At Barlby Bridge Primary School this teacher is currently Mrs Herrington). Mrs Herrington will be supported by an additional TA and if needed external agencies. Children who have additional needs due to SEND / LAC / ethnicity / faith or sexual orientation will be assessed on an individual basis alongside parents/carers and other appropriate agencies.

Parents have the right to remove their child from SRE that is not part of the national science curriculum. Resources

At Barlby Bridge Community Primary School we have chosen to use the NYCC recommended resources produced by the Irish Health Services Executive.

These resources - Busy Bodies are available to view on line at ...

www.healthpromotion.ie/health/inner/busy_bodies

Years 5 and 6 and where appropriate with parental consent Year 4 (girls only) will be shown all or a selection of the DVD sections throughout the year.

The DVD is split into 5 sections

- 1 Introduction to puberty - Years 5/6
- 2 What happens to boys? – Years 5/6 – shown to both boys and girls separately.
- 3 What happens to girls? – Years 5/6 – shown to both boys and girls separately. *
- 4 How babies are made? – Year 6 only boys and girls separately
- 5 Looking after You? – hygiene and care of the body. – Years 5/6 boys and girls separately.

*This section may be shown to Year 4 girls with parental consent if appropriate.

Parents will be consulted at a meeting prior to the resources being used in class and will be required to sign a consent form prior to these lessons.

Parents should be aware that they have the right to remove their child from this part of the curriculum if they wish to.

Questions and Ground Rules

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

All teachers and teaching assistants at Barlby Bridge Community Primary School are aware of the age appropriate objectives for each year group outlined in our PHSE framework for SRE and an agreed deflection statement will be used to allow staff to be consistent in their approach.

Currently, this statement is either:

‘That’s a really good question, I’m not going to answer that right now but I will come back to you about it.’ The teacher will then be able to liaise with colleagues/ parents, check guidance/ resources etc. before returning to the child.

OR, for a question we are unable to answer due to the age of the child...

'That's a really good question. I will chat to you about it on your own later' - then chat individually. If the answer is beyond our agreed appropriate age range, explain to the child that, ***'I am happy to share your question with mum/ dad/ carer later if you like so they can talk to you about it at home'*** or if relevant tell them ***'we will learn about that when you're a little older in year.....'***

Our Healthy Schools Practitioner Kathy Griffiths is available to be contacted to support and advise the delivery of our SRE.

Criteria for choosing appropriate resources to support the teaching of SRE

There is a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to using the resources the school has considered 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?

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)

The following documents and organisations may be helpful when developing and delivering the SRE curriculum (All web addresses were correct at time of printing in October 2014):

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>

Sex and Relationships Education for the 21st Century, March 2014. Brook, PSHE Association and the Sex Education Forum.
https://www.pshe-association.org.uk/news_detail.aspx?ID=1383

	<p>The sex education forum has produced a briefing addressing health relationships and sexual exploitation within PSHE in schools http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf</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) http://www.bigtalkeducation.co.uk/resources-for-primaries.html</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 www.stonewall.org.uk</p> <p>The primary school ‘different families/ challenging homophobic language resource can be downloaded for free from http://www.ellybarnes.com/ 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 http://www.stonewallprimary.org.uk/</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 http://kidsmart.org.uk</p> <p>Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers)</p> <p>E-safety resources for pupils (KS 1-5), teachers and professionals , parents and carers www.childnet-int.org 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)</p> <p>http://www.bigtalkeducation.co.uk/resources-for-primaries.html Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx</p> <p>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/</p>
<p>Domestic abuse</p>	<p>NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579</p>

	<p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk</p> <p>A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk</p> <p>Independent domestic abuse service provides a range of information for staff and young people www.idas.org.uk</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 www.fpa.org.uk</p> <p>The PSHE association has a number of parent factsheets including one to support SRE www.pshe-association.org.uk</p> <p>A website to support parents in preventing sexual abuse www.parentsprotect.co.uk</p>

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 should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school's curriculum lead will be responsible for monitoring the provision of SRE and for reporting the results to the Headteacher who will in turn report to the Governors' Curriculum Committee. The PSHEe co-ordinator is responsible for

evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum – this review will take place annually. 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 ensure gender 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 but an agreed holding statement will be used for example, ***‘That’s a really good question, I’m not going to answer that right now but I will come back to you about it.’*** 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 they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff, with ***designated responsibility for Child Protection. The Designated person, Mrs Hughes or in her absence Miss***

Ellis 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 the 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'. All bullying incidents are recorded and monitored within Barlby Bridge School. Alongside any racially motivated incidents, homophobic, biphobic and transphobic incidents will now be recorded in order to monitor and address any issues arising in school. This will include the use of language associated with the LGBT community in a derogatory manner such as the word 'gay' and how staff have challenged the inappropriate use of this word.

Stonewall is the leading LGB charity and they provide a range of supporting materials on their website 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.

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Our school nurse, Kathy Harrison works with us to help us deliver age appropriate information in line with Sex and Relationship Education Guidance DfES 2000.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the

sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses. Parents will be invited to a meeting when SRE and the resources are discussed and reviewed prior to teaching.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Safeguarding

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

Monitoring and Evaluation of Personal Development Education

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's personal development policy (SRE), and on support and staff development, training and delivery.

