

Barwic Parade Community Primary School Relationships & Sex Education Policy

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January 2012	Policy created	
January 2015	Updated	Mrs Battersby
March 2018	Policy reviewed & updated	Miss Kirkland
April 2018	Reviewed on behalf of Governors	Mrs Hardy, Mrs Waring, Mrs Snowdon, Mrs Fergus
October 2018	Ratified	FGB
October 2020	Ratified	FGB
October 2021	Policy reviewed & updated	Miss Kirkland
October 2023	Policy reviewed & updated	Miss Kirkland
November 2023	Ratified	FGB

Signed:

Position: Chair of Governors

Date:

Next Review Date: No later than Autumn 2025 or sooner if required

Relationships & Sex Education (RSE)

Reference to legislation and schools responsibilities

This policy is informed by Relationships, Education, Relationships and Sex Education (RSE) and Health Education 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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

Consultation

This Policy was developed in consultation with Teaching Staff and Governors at school. The Policy follows the guidelines proposed by North Yorkshire County Council. All stakeholders were asked to provide feedback which was written into the Policy. The Policy will be reviewed bi-annually unless otherwise informed.

Parents/Carers will be able to access the Policy on the school Website and a hard copy will be made available upon request.

This policy links to:

Safeguarding/child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)

- Behaviour and Relationships Policy
- PSHE Curriculum
- E-safety policy / ICT
- SEN Policy
- Teaching and Learning
- Assessment
- Science
- Single Equality Scheme

The definition of Relationships and Sex Education (RSE)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. Relationships education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It supports pupils to 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. The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Sex education is not compulsory in primary schools but the content in the Governments new guidance covers everything that primary schools should teach about relationships and health, including puberty. Puberty is

introduced to children at Barwic Parade during Lower Key Stage 2 and specifically in Year 4. Children are taught to understand how their bodies will change both physically and mentally and will develop skills to help them look after themselves emotionally and physically during this time. The national curriculum for science also includes subject content in related areas. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. Barwic Parade School chooses to teach some aspects of sex education and will continue to do so.

Sex education includes drawing on knowledge of the human life cycle set out in the national curriculum for science – the ways a baby could be conceived and born. Year 6 children will join in with lessons which focus on understanding human reproduction and birth; identifying the links between love, committed relationships and conception; identifying what sexual intercourse is and how it can be done as part of an intimate relationship between consenting adults; identifying how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb and knowing that pregnancy can be prevented with contraception. Barwic Parade use the *Busy Bodies* resource to teach these aspects of the curriculum <https://www.socialworkerstoolbox.com/education-puberty-10-14yrs-old-busy-bodies-adolescent-development-programme/>

The school's statement of values and ethos

- High quality RSE helps to create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviours for life, and learn about safeguarding both on and offline
- 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 RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood that they will use contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)
- A summary of the latest research evidence relating to relationships and sex education, particularly the contribution of RSE to behaviour change demonstrates the positive impact of High Quality RSE - <https://www.sexeducationforum.org.uk/resources/evidence/relationships-and-sex-education-evidence>

Children and young people are supported to:

- Develop an awareness, understanding and respect for self, including self-confidence and self-esteem
- Develop an awareness and respect for others and their view
- Take responsibility for choices and actions
- Understand and empathise with others enabling pupils to treat others with fairness and respect
- Develop an awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- Develop 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 RSE?

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 (both on and offline) that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations (both on and offline 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
- equipping pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships (both on and offline)
- learning to make choices based on an understanding of difference and with an absence of prejudice
- exploring and developing the social and personal skills needed to make informed choices with an appreciation of the consequences of the choices made
- developing assertiveness skills for 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
- understanding a range of different families, sexualities and the gender spectrum; Lesbian, Gay, Bisexual and Transgender (LGBT) and are able to challenge homophobic, biphobic and transphobic language and bullying
- taking responsibility and having respect for their bodies, wellbeing and sexual health
- developing 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
- learning that their body belongs to them and they can say who has access to it
- learning and implementing strategies to keep themselves safe both on and offline
- considering 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 contraception and protection and the importance of protecting against STI's and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- understanding how to avoid an unplanned pregnancy
- learning about the law and sexual consent

Statement of responsibilities of all stakeholders

The Governing Body

The Governing Body has the responsibility to ensure the school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum in science and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE 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/carers and that they 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 e.g. school nurse. The governing body and proprietors have the responsibility through the statutory guidance 'Keeping Children Safe in Education'. "Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities." 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, sexualities and gender in both primary and secondary schools.

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as: • healthy and respectful relationships • boundaries and consent • stereotyping, prejudice and equality • body confidence and self-esteem

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 RSE are to:

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

The PSHE Co-ordinator

The school co-ordinator for PSHE, Becky Kirkland is responsible for all aspects of the subject including RSE. In respect to RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work

- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- 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 RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the governors as appropriate
- 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 RSE to support a partnership approach and to also inform them that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

Parents / Carers

School aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families can be signposted to relevant support from colleagues within school.

The Parental Right to withdraw their child from RSE lessons


Under section 405 of the Education Act 1996, parents may opt to withdraw their children from lessons which address sex education. Parents should be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the 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 and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal. Children will be aware that this withdrawal is option and they will receive guidance on how to respond to other children following the session. Should the reaction of peers become more severe it will be dealt with on a case by case basis depending on the nature and severity of the reaction.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring 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. 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 RSE and the curriculum

The RSE programme is firmly embedded within the school's framework for PSHE and the National Curriculum for Science. The RSE curriculum is delivered through Science, PSHE lessons.

PSHCE Curriculum Year 5/6 Summer					
 <p>Week 2</p>	<p>To recognise individuality and different qualities, independence and growing up</p>	<p>support from a trusted adult</p> <p>Explain personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>Explain that for some people their gender identity does not correspond with their biological sex</p> <p>Describe some of the changes as they grow up e.g. increasing independence</p> <p>Identify what being more independent might be like, including how it may feel</p> <p>List practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p>	<p>Describe the link between participating in interests, hobbies and community groups and mental wellbeing</p> <p>Explain the transition to secondary school and how this may affect their feelings</p> <p>Describe how relationships may change as they grow up or move to secondary school</p>	<p>Identify how to recognise, respect and express their individuality and personal qualities</p>	<p>Identify ways to boost their mood and improve emotional wellbeing</p>
	<p>Transition Activities</p> <p>To understand human reproduction and birth</p> <p>*Parent Consent*</p> <p>*Right to withdraw*</p>	<p>Identify the links between love, committed relationships and conception</p>	<p>Identify what sexual intercourse is and how it can be done as part of an intimate relationship between consenting adults</p> <p>Identify how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</p> <p>Know that pregnancy can be prevented with contraception</p>	<p>List the responsibilities of being a parent or carer and describe how having a baby changes someone's life</p>	

Extract of the school's PSCE Curriculum – can be accessed via the school website.

School's RSE programme is taught from Early Years and continues progressively year on year. Children will learn about different types of relationships and consent and will learn to name body parts in the earlier years building up to Puberty Education and Sex Education which is delivered using the *the Busy Bodies Scheme*. This supports specific delivery of the curriculum in Year 6 and generates a readiness for secondary school. Year 6 teachers access Local Authority training biannually to ensure they remain up-to-date with specific requirements. Provision is planned effectively by individual Class Teachers to ensure all learners within all classes (including SEND, ethnicity, faith, sexual orientation and gender) are catered for.

Procedures for assessment, monitoring, evaluating and reviewing

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

Assessment of the curriculum:

- Provides regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involves pupils in discussion about learning objectives and desired outcomes
- Includes pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enables pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflects the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

School hold an internal assessment tracker (O-track) which is completed by Class Teachers at the end of the academic year to indicate each pupil's level of understanding.

The school's PSHE lead will be responsible for monitoring the provision of RSE and for reporting the outcomes to the Senior Leadership Team, and via the Headteacher to the governing body. The PSHE 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.

The school bi-annually completes the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils.

Monitoring and Evaluation:

The RSE programme is reviewed and evaluated each year within the school's 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.

School will:

- Review and plan the content and delivery of the programme of study for RSE
- Review resources and renew as appropriate
- Update training in line with current guidance and staff identified needs.
- Ensure the most up-to-date documentation from NYCC is used and considered when evaluating the programme (see appendix)

Confidentiality and Safeguarding issues are addressed

Safeguarding and confidentiality within RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality. Information will be given on where pupils can get help with personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will allow pupils the opportunity to ask further questions anonymously. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want

to give you a really good answer' this then allows staff 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 school's senior member of staff, with designated responsibility for Child Protection (DSL) 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 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.

Appendix

NYCC guidance - aspects for schools to consider

Diversity

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

Lesbian, Gay, Bisexual and Trans (LGBT) and work on Different Families

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should cater for LGB, Trans and heterosexual pupils. This also means school has to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included.

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. LGB pupils (who make up approximately 6% of any school population) often report that their RSE 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 – same love'.

For Year 6 pupils, in particular, who receive tailor made RSE sessions in relation to partners and sexual health issues there needs to be learning and resources that relate to LGB relationships integrated into the curriculum. It is also important when teaching RSE at all age groups not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (further information on trans identities can be found at <http://www.gires.org.uk/>)

Accessing sexual health services

Teenage Pregnancy rates in England have been decreasing over the last few years and the Growing Up in North Yorkshire survey 2016 suggests that about 17% of Year 10 pupils are or have been sexually active. However, they remain the group least likely to access contraceptive and sexual health advice, putting them at high risk of experiencing an unplanned pregnancy and/or contracting a sexually transmitted infection (STI).

The Sexual Offences Act 2003, does not limit children's right to RSE and sexual health support and advice. Please see the section below for further information on the Sexual Offences Act. Easy access to young-people friendly contraceptive services has been identified as a key factor in areas with declining teenage conception rates. Schools can find their nearest sexual health clinics at <https://yoRSExualhealth.org.uk/> which provides up-to-date information.

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 DSL.

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 RSE 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 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 of 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.

For the following issues staff should report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's DSL. 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.

Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Clear guidance has now been published for schools about how they should handle incidents where pupil's under-18 take and/or share naked images of other under-18s, including themselves. This new guidance takes a safeguarding focus, rather than a simple criminal response, and, in some circumstances, allows schools to deal with incidents without involving the police. Should incidents occur the Headteacher will deal with each on a case by case basis depending on the nature and severity of the incident.

There is no clear definition of 'sexting'. Instead, this document talks about 'youth produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
 - A person under 18s shares an image of another under 18 with another person under 18 or an adult.
 - person under 18 is in possession of sexual imagery created by another person under 18.
- Incidents not covered by this guidance:*
- Under 18s sharing adult pornography.

- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The UK Council for Child Internet Safety (UKCCIS) guidance ‘Sexting in schools and colleges, responding to incidents and safeguarding young people’ published in August 2016, is non-statutory, but should be read alongside ‘Keeping children safe in education’. This is important guidance and should be read and understood by DSLs, appropriately communicated to the staff team and incorporated into the schools online safety 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 particularly towards women, which can be frightening and confusing, and make young people, feel pressured to behave in particular ways. Pornographic images must never be shown to pupils, and there is no need for teachers to look at pornography to plan their teaching.

Child Sexual Exploitation (CSE)

The definition of CSE was updated by the government in February 2017, ‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Governments update on Child sexual exploitation is available at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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

school's approach to safeguarding. All pupils need to be taught about healthy, equal and safe relationships and consent both on and off line.

The Local Children's Safeguarding Board has produced a practice guide for professionals and training on CSE available at: <http://www.safeguardingchildren.co.uk/professionals/practiceguidance>

NSPCC ChildLine Schools' Service available for Primary Schools can provide a free bi-annual workshop for Year 6 pupils on the different types 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

The Local Children's Safeguarding Board has produced a practice guide for professionals and training <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

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.

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 FGM could be part of a planned PSHE / RSE taught curriculum through pupils learning the correct terminology to describe the private parts of their body, that their body belongs to them, that they can say who has access to it and know how to seek help if they are abused. These are key elements in a school's approach to safeguarding.

The Local Children's Safeguarding Board has produced a practice guide for professionals and has training on FGM available at: <http://www.safeguardingchildren.co.uk/professionals/practiceguidance>
Free online training is available from the Home Office at <https://www.fgmelearning.co.uk/> which aims to give an overview of FGM, signs and symptoms and the law.

FGM - Reporting duty on teachers:

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself.

The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff discovering FGM will occur from a disclosure and not a physical examination. You can download a fact sheet from the Home Office about the new law on FGM here:

<https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

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>

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected as appropriate.

For further information go to:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The following documents were used when developing a policy and curriculum (All web addresses were correct at time of printing in October 2014):

Sex Education Forum has a range of resources and fact sheets to support RSE. It also provides a suggested scheme of work for primary and secondary schools. 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

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 RSE policy <https://www.pshe-association.org.uk/>

www.yorSexualhealth.org.uk Details of local sexual health services in North Yorkshire, including opening times and locations.

School provides a programme of Personal, Social, Health Education based on good practice and publish the curriculum on the school the website.

~~Parents / carers still have the right to withdraw their child from all, or part, which is not part of the National Curriculum. The letter below is an example of the type of information we may provide to parents and carers to support the delivery of Sex and Relationships Educat~~

Criteria for choosing appropriate resources to support the teaching of RSE

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 RSE?
- 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?

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

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 RSE 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.

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	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 Animals, including humans <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	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 Animals, including humans <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	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.
Key Stage 2	
Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:	
Year 4 PoS Living things and their habitats <ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:	
Year 5 PoS Living things and their habitats <ul style="list-style-type: none"> 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 	<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.</p> <p>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>
Animals including humans <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<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.</p> <p>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 Living things and their habitats <ul style="list-style-type: none"> 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 	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.
Animals including humans <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<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.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
Evolution and inheritance	

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

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.