

# Hemingbrough CP School

## Relationships and Sex Education Policy

Document Status			
<b>Date of Next Review</b>	Nov 2022	<b>Responsibility</b>	<i>Standards and Improvement Committee</i>
<b>Date of Policy Creation</b>	Nov 2019	<b>Responsibility</b>	<i>Chair of Governors</i>
<b>Date of Policy Adoption by Governing Body</b>	<b>Nov 2019</b>	<b>Signed</b>	<i>Ben Bowers</i>

The Government has announced that Relationships and Sex Education (RSE) and Health Education will become statutory for all schools in September 2020. They have recommended that schools begin to plan for the statutory requirements before September 2020 and that they are incorporated into the PSHE curriculum that we already provide.

RSE plays a vital part in school fulfilling its statutory duties to protect and safeguard children. Therefore, this policy is written with 'Keeping Children Safe in Education 2019' in mind. It states that schools should "ensure that children are taught about safeguarding, including online safety" and that schools need to ensure that policies include peer on peer abuse, sexual violence and harassment, and that these behaviours are challenged within school and that the learning about the behaviours is part of the planned RSE curriculum.

This policy can also be read alongside the following policies / documentation:

Child Protection / Safeguarding  
 KSCiE  
 Confidentiality  
 Teaching and Learning  
 Inclusion  
 PSHE  
 SMSC / British Values  
 Science  
 Behaviour

### Consultation / Policy Development

This policy has been developed in consultation with staff, Governors and parents and following guidance and training from NYCC.

The consultation and policy development process includes the following:

1. Staff training on RSE and Health
2. The Head teacher pulling together the relevant information including local and national guidance to write a first policy draft.
3. Staff and governor consultation – staff and governors given opportunities to view the policy and make any recommendations
4. Parent consultation – Interested parents invited to a meeting about the policy
5. Policy ratified at School Improvement Committee / Full Governing Body
6. Publication on Website / newsletter

### **Definition – What is RSE?**

RSE is about the emotional, social and cultural development of children and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, personal identity and physical aspects of growing up.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about promoting sexual activity.

RSE supports pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes.

RSE gives children essential skills for building positive, engaging, respectful and non-exploitative relationships and staying safe both on and offline.

RSE enables children to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

At Hemingbrough CP School we will not teach any additional sex education that is not covered within the national curriculum for Science.

### **Values and Ethos**

The schools' vision, values, ethos and curriculum drivers support a safe learning environment for RSE.

At Hemingbrough CP School our Vision is:

"An inclusive school where all children strive to be the best that they can be, becoming life-long learners and good citizens"

We value:

Honesty, independence, friendship, respect, consistently trying your best, cooperation, taking part and responsibility.

Our vision and values sit alongside our main curriculum drivers:

Compassion

Aspiration

Resilience

Empathy

### **Aims**

Through RSE children will:

- Develop an awareness, understanding and respect for themselves
- Develop awareness and respect for others and their views
- Take responsibility for choices and actions
- Develop understanding and empathy and treat others fairly and respectfully
- Develop relationships based on mutual trust and understanding
- Develop a regard for family life, friends and the wider community
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Teach children the correct vocabulary to describe themselves and their bodies

## **Roles and responsibilities**

### ***The Governors***

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

### ***The Headteacher***

The Headteachers' responsibilities in relation to RSE are to:

- Ensure compliance with statutory requirements
- Liaise with all school staff to ensure effective delivery of RSE across school
- Inform Governors of provision, issues and progress
- Act upon any concerns raised or that may arise from pupil disclosure during RSE sessions
- Monitor staff CPD requirements in relation to effective teaching and learning of RSE

### ***Parents / Carers***

Hemingbrough CP School aims to work in partnership with families, to value their views and keep them up to date as necessary of RSE provision.

If a parent / carer has any concerns they should speak to their child's teacher in the first instance.

### **Parental Right to withdraw their child from RSE lessons**

Parents cannot withdraw their child from Relationships or Health Education (including puberty) from September 2020.

Parents do not have the right to withdraw their children from aspects of the national curriculum for science.

### **Curriculum Delivery**

RSE is taught within the PSHE curriculum across all key stages.

Lessons will be taught using a variety of approaches in an environment where pupils feel safe. Children will be encouraged to participate, with opportunities to develop critical thinking and relationship skills.

Some aspects of RSE will also be taught through the Science and RE curriculum.

A variety of resources will be used to support delivery of the curriculum.

The RSE curriculum will be taught by class teachers who have been trained in RSE and PSHE.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. These include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Sequential RSE module objectives found in EYFS and the 'Me and my relationships' theme for KS1 and 2:**

### **Early years**

In Early Years the school follows the statutory framework for Early Years Foundation Stage (EYFS). This includes:

- Making relationships
- Managing feelings and behaviour
- Health and self-care
- Self-confidence and self-awareness

Children are also exposed to positive gender roles ensuring these are not stereotyped.

### **Year 1:**

I know that there are different types of relationships – family, friends and others (this includes same sex families)

I know that family and friends should care for each other

I know the names for the main body parts (including external genitalia) and why it is important to keep them private

I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy

I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 2:**

I know about the changes that have happened to my body since birth

I know about the process of growing from young to old and how people's needs change

I can question whether boys and girls should behave differently and stereotypes

I understand the importance of valuing of one's own body and recognising its uniqueness

I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching

I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 3:**

I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex 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 (this includes same sex)

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

I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

#### **Year 4:**

I feel good about myself and my body and having an understanding of how the media presents 'body image'

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 (includes same sex)

I can demonstrate the features of good healthy friendship

I know the importance of taking care of my own body, whilst respecting cultural differences

I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

#### **Year 5:**

I understand simple, safe routines to prevent the spread of bacteria and viruses

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 can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

I know where individuals, families and groups can get help and support

#### **Year 6**

I understand the physical and emotional changes I will go through at puberty

I can look after my body and health as I go through puberty

I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this

I know about human reproduction including conception

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 (include same sex relationships)

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 name people who look after me, my networks and who to go to if I am worried and how to attract their attention

**The DfE statutory guidance states that by the end of Primary School pupils should know:**

### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
  - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
  - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
  - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
  - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
  - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
    - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
    - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## Equality / Inclusion

RSE and Health education must be accessible for all pupils. School is required to comply with the requirement of the Equality Act 2010.

*'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'*

DfES RSE Guidance July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

**The needs of boys as well as girls.** Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality.** According to national statistics, on average, about 5% of our pupils will go on to define themselves as Lesbian, gay, bi-sexual or transgender (LGBT). Children may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

**The teaching programme for Sex and Relationship Education.** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

**Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example Writing with Symbols or use of a computer programme which includes 'private' body parts).

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Pupils with autism** will require individual teaching to meet their specific needs. SRE may be included in Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

For pupils with SEND teaching will be appropriately differentiated and personalised.

### **Assessment / Monitoring, Evaluating and Reviewing**

The programme will be evaluated regularly by the Headteacher. The views of stakeholders will be taken into account to make any changes or improvements necessary.

RSE will be assessed in lined with the school's policies.

Pupils' development in RSE will be monitored and assessed by class teachers as part of our internal assessment systems.

### **Confidentiality & Safeguarding**

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 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 staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.



### **The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

### **Informing parents/carers**

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear through this policy
- By inviting parents/carers to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary school.
- By discussing and agreeing a consistent approach for pupils to be used at home and at school
- By sharing website links / resources with parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help or in the case of a disclosure. Staff must make this clear to pupils. Child Protection Procedures must be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, a careful judgement should be made about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions. Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the child to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Observing sexualised behaviour:**

If a young child 'innocently' displays sexualised behaviour either through language, drawing and /or touching. Then we will:

- Assess any safeguarding issues.
- Discuss with the parent being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times.
- Discuss with the pupil (in an age appropriate way) giving the same messages as above.
- Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place.
- Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons.
- 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.

### **Dealing with incidents of Self Taken Images – ‘Sexting’**

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

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

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

- Refer to the Designated Senior Person in school who may seek advice from Children’s Social Care

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?

### **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school’s Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHCE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Since 2004 all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school’s anti-bullying 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.

**To be reviewed: Nov 2022**

