

Version- May 2018
Owner-Skelton Primary
Approved- Review Cycle-Annual
Next Review-May 2019



# Keeping Children Safe In Education

## Sex and Relationships Policy

### 2018

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Designated Safeguarding Lead	Andy Woolf
Deputy Safeguarding Leads	Charlotte Bonas James Bearpark
Safeguarding Link Governor	Emma McLeod
Head Teacher	Sarah Walker
Chair of Governors	Emma McLeod



## 1. Introduction

At Skelton Primary School, we follow the Sex and Relationships scheme “Lucinda and Godfrey”. We have based our school’s Sex and Relationships Education Policy (referred to as SRE throughout this policy document) on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000). In this document, sex education is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health’. Sex education is part of the Personal, Social and Health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

**This Policy must be read in conjunction with our Safeguarding/Child Protection & Equality Policy. In matters of interpretation, please refer to the Headteacher, whose decision is final, subject to the Academies Governance Procedures.**

This policy has been reviewed in light of the recent changes to teaching of sex and relationship education and PSHE. A DfE consultation has been held and we are awaiting results. This policy will be reviewed in light of any future recommendations made by the DfE.

## 2. Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

## 3. Context

We teach sex education in the context of the school’s aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we



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do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of love, respect and care, marriage, family commitment and family life, (family is a broad concept and includes a variety of types of family structure and acceptance of different approaches);
  - sex education is part of a wider social, personal, spiritual and moral education process;
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- children should be taught to have respect for their own bodies;
  - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
  - it is important to build positive relationships with others, involving trust and respect;
  - children need to learn the importance of self-control.
  - it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

## 4. Skelton Primary School is a Rights Respecting School

Article 3 states: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and lawmakers.

Also, we are involved in the local Healthy Schools Programme, which promotes health education in accordance with Change4Life and other Government Initiatives. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- constantly seek new websites/ DVD materials

## 5. Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

This policy will be kept under review in the light of legal developments and best practice

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## Example of a link to the Science Curriculum

In the new Primary National Science Curriculum Programme of Study on Living things and their habitats and Animals, including humans, a statutory requirement states that Y5 children “Should be taught to describe the changes as humans develop to old age. They should describe the life process of reproduction in some plants and animals.” Guidance suggests “Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

In our Science work, we teach the biological facts of the reproductive systems, e.g. fertilisation of the ovary and the development of the foetus, whilst our teaching of human sexual relationships will predominantly be through our PSHE and SRE work using the ‘Lucinda and Godfrey’ scheme.

In PSHE we teach children about relationships, and we encourage children to discuss issues during weekly circle times.

In Foundation Stage, children learn to feel safe and secure, and form friendships with other children. They are taught to name body parts. In Key Stages 1 and 2, we follow the guidance material in the national scheme of work for PSHE and the Science Curriculum.

In Key Stage 1, children learn to appreciate the similarities and differences between male and female and how to show respect for each other. As part of the Science Curriculum, children identify, draw, name and label the basic parts of the human body. They notice that animals, including humans, have offspring which grow into adults.

In Key Stage 2, children understand and accept the similarities and differences between male and female and show respect for each other. We teach about the life process of reproduction, and the main stages of the human life cycle in greater depth, describing the changes as humans develop to old age.

In Year 5 and 6 we place a particular emphasis on growing and changing. As many children experience puberty at this age, we revisit/ teach naming the parts of the body and how these work. We explain to them what will happen to their bodies during puberty. For example, we explain to the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. We liaise with our School Nurse and Teenage Pregnancy Advisory Service regarding new teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers of children as they enter school and in Years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, to watch the DVD’s shown to children and to see the Lucinda and Godfrey scheme.

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## 6 The Role of Parents

We are well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Please see our website [www.skeltonprimaryschool.co.uk](http://www.skeltonprimaryschool.co.uk)

*Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school.*

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide alternative activities for their child. Please see our website [www.skeltonprimaryschool.co.uk](http://www.skeltonprimaryschool.co.uk)

## 7. The Role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and Teenage Pregnancy Service, give us valuable support with our sex education programme.

## 8. The Role of the Pupils

In your Sex and Relationships Education you can expect that:

- you will be taught about SRE throughout school, appropriate to your age and development
- you will identify the physical development of your body as you grow into an adult

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- show respect for your own body
- understand it is important to build positive, trusting relationships with others
- show respect for the views of other people
- know who to speak to if you have any questions, concerns or worries

If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at school, parents/carers and outside agencies.

REMEMBER THE CHILDLINE NUMBER 0800 1111

## 9. The Role of the Staff

Our staff are expected to:

- promote an environment that is constructive and safe for all pupils through their own practice and actions
- inform parents/ carers when SRE is to be carried out via the Termly Newsletter
- answer any questions that parents may have about the sex education of their child, referring them to the Headteacher if further clarification is required
- work in co-operation with our school nurses, colleagues, pupils, parents/carers, staff from other organisations in the local community and our Chair of Governors
- inform SLT if they feel additional training/ support is required
- continue to take a whole school approach

All staff can expect to be appropriately trained and supported in delivering SRE lessons.

### SAFEGUARDING and Sex and Relationships

**All** Staff are fully aware of the definition of sexual abuse-

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

**All** Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

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**All** Staff are aware of Female Genital Mutilation and that it is illegal in the UK. It is a **mandatory duty** on teachers to notify the police where they discover FGM has been carried out on a girl under 18 years of age during the course of their work.

**All** frontline staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

## CONSENT

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;

sexual activity with a child under 16 is also an offence;

it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;

where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

non consensual sex is rape whatever the age of the victim; and

if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with a manager or the designated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

## 10. The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to

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ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher and PSHE and Citizenship Coordinator liaise with external agencies regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

## 11. The Role of our Governors

Our governors are expected to:

- be involved in monitoring and evaluation of our SRE policy and practices at Children, Family & Community Committee, reporting findings and recommendations to the full governing body, as necessary, if the policy needs modification
- give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments

Governors will be kept up to date on the progress of our SRE activities and receive annual information in the Headteacher's Report.

## 12. Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in the manner prescribed by local agreed Safeguarding Board Policies.

## 13. Monitoring and Review

The Children Family & Community Committee monitors our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as effectiveness necessary, if the policy needs modification. It gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. This policy will also be reviewed as and when guidelines change.

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## **Appendices A** **Professional Challenge**

Child protection work is stressful and complex, as well as involving uncertainty, and strong feelings.

To ensure that the best decisions are made for children the professionals working in such a difficult area need to be able to challenge each other's practice.

Challenge is not comfortable so a system for such challenge should be available.

The system should explain how to challenge, who to contact, gives permission for it and see it as a legitimate, normal part of professional work between partner agencies.

### **Purpose**

- To establish processes to ensure a culture which promotes professional challenge.
- To ensure that staff in all agencies are competent and confident in challenging practice in the child's best interests.

### **Introduction**

Professional challenge is a positive activity and a sign of good professional practice, a healthy organisation and effective multiagency working.

Being professionally challenged should not be seen as a slur on the person's professional capabilities.

Many serious case reviews, both nationally and locally, have identified an apparent reluctance to challenge interagency decision making. The serious case reviews have often identified one, if not more, professional(s) who is/are concerned with a decision made by a different agency. However, the serious case reviews have identified that their concerns have not been followed up with robust professional challenge which may have altered the professional response.

Professional challenge and critical reflection about the focus and intended outcome of intervention should include questioning and being open to professional challenge from colleagues as well as being confident to challenge others.

Professional challenge is a fundamental professional responsibility. In this context it is about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child or young person or his/her family.

Many professional challenges will be resolved on an informal basis by contact between the professional raising the challenge (or their manager) and agency receiving the challenge and will end there.

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## How should a professional make a challenge?

1. Any professional who is unhappy about the decision/action should contact the professional who made the decision/took the action to express their views and concern and discuss/explore the basis of that decision.
2. If the issue cannot be resolved between them both professionals should raise the issue with his/her manager/Named professional.
3. If the manager considers it appropriate an interagency meeting should be held between the agency raising the professional challenge and the receiving agency to discuss the different views. At this point the LSCB Business Support Team should be notified of the nature of the professional challenge.
4. If the issue cannot be resolved at this interagency meeting the worker's manager should discuss it with the relevant head of service.
5. If resolution still cannot be found, the relevant head of service should raise the issue with the agency's representative on the Local Safeguarding Children Board.

## The threshold for reporting the use of professional challenge to the LSCB

The threshold for reporting professional challenge to the LSCB is when it becomes necessary to move to stage 3 above. (i.e. it has not been possible to satisfactorily resolve the issue at stages 1 and 2 and an interagency meeting is held between the agency raising the professional challenge and the receiving agency to discuss the different views).

In summary the system is to raise the difference with the worker concerned.

If agreement is not possible go to their line manager and record under the Professional Challenge lozenge on CPOMS.

If there is still no agreement contact the Designated Safeguarding Team.

And if still no resolution take the matter to the LCSB.

That can be done through the headteacher representatives on the safeguarding board.

Record discussions at each step on the child's file.