LONGMAN'S HILL CP SCHOOL

Relationships and Sex Education Policy
July 2025-July 2027

Document Status			
Date of Next Review	July 2027	**Responsibility**	*FGB*
Success Criteria for review completion		**Responsibility**	
Date of Policy Creation	**Adapted school written model**	**Responsibility**	
Date of Policy Adoption by Governing Body 17th July 2025		**Signed** **Headteacher:** **Chair of Governors:**	
Method of Communication (e.g. Website, Notice board, etc) School Website			

We consulted with parents and carers on the relationships and sex education policy in July 2021.
The consultation consisted of a letter being sent to all 210 parents and carers informing them that the draft RSE policy would be available on the homepage of the school website. If parents had any comments to make or any queries, they could then complete the form. There was an option for parents to provide an anonymous written response or suggestions to the consultation.
We had 5 responses to the consultation.

This policy could link to:

- Safeguarding / child protection policy. North Yorkshire Safeguarding Children Board Procedures and Guidance
- Confidentiality Policy
- Online Safety Policy
- PSHCE policy
- Inclusion Policy
- Teaching and Learning Policy
- Assessment Policy
- Science Policy
- Anti-bullying Policy
- Behaviour Policy
- The Equality Act 2010

OUR SCHOOL'S VALUES AND ETHOS

The whole school ethos and values will support a safe learning environment for RSE. The RSE will reflect the values of our school.
At Longman's Hill our school values are Creativity, Ambition, Courage and Respect.
Respect, in particular, is a core value reflected in this policy.
Through RSE children will:

- Develop an awareness, understanding and respect for self, including self-confidence and self-esteem
- Develop an awareness and respect for others and their views
- Take responsibility for choices and actions
- Develop an understanding and empathy and treat others with fairness and respect
- Develop relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

POLICY DEVELOPMENT

This policy takes full account of the school's legal obligations as set out in the DfES Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education (England) Regulations updated 2020. It also complies with the relevant requirements of the Equality Act 2010.

DEFINITION OF RSE

The term *Relationships and Sex Education* – RSE – is used in this policy rather than *sex education.* This is to stress that our approach goes beyond the provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy." DfES Statutory RSE Guidance updated 2020

RSE should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of 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 and to enable pupils to take responsibility for their sexual health and well-being.

WHY WE TEACH RSE

Legal Obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a relationships and sex education' programme. They also have a responsibility to keep an up-to-date written statement of the policy they choose to adopt and this must be available to parents.

Meeting the needs of young people

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all pupils to learn and achieve
2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

APPROACH TO TEACHING RSE AT OUR SCHOOL

RSE will be taught through:

- The taught National Curriculum Science Programme of Study
- RSE objectives covered within each Key Stage through one of the five PHSCE themes; 'Me and my relationships'. This theme is taken from the North Yorkshire Scheme for PHSCE which informs long-term planning for PSHCE across KS1 and KS2.
- In upper KS2, specific RSE lessons will be taught. The use of the online video resource 'Busy Bodies' will be used to support the teaching about puberty and conception in Year 5 and 6, as advocated by the North Yorkshire Health and Wellbeing Adviser.
- Pastoral support for pupils who experience difficulties
- Circle Time discussions and activities
- Occasional use of assemblies, story-telling and sharing to support teaching.

The class teachers and PSHCE lead are responsible for teaching RSE to all year groups.

RSE involves consideration of several sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Aims of the RSE programme

The overall aims of the programme are:

- To provide accurate information about, and understanding of, RSE issues
- To dispel myths
- To explore a range of attitudes towards RSE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase pupils' self-esteem
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

SUBJECT CONTENT

Throughout Primary school children will be taught this content.

Families and people who care for me	Pupils should know: • 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	Pupils should know: • 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	Pupils should know: • 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	Pupils should know: • 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-toface 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	Pupils should know • 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.

These are the progressive and sequential RSE objectives for EYFS and taught within the 'Me and my relationships' theme for KS1 and KS2:

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 including families, friends and others (this includes same sex families) and I respect those differences
I know that family and friends should care for each other and families can give love, security and stability
I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
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 both on and offline and between friends
I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
I know what being a good friend means both on and offline and how they should make us feel happy and secure
I can play and work cooperatively
I can listen to other people and show them respect
I can share appropriately
I can recognise that my behaviour affects others both on and offline
I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
I can recognise there are different types of teasing both on and offline
I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
I know how to be nice to people both on and off line

Year 2:

I know the characteristics of a healthy family life and the importance of caring for each other and spending time together
I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change
I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)
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 most boys and girls
I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)
I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient
I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know
how to deal with them including if I experience or witness it, I know how to get help
I can listen to others and respect their viewpoints
I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)

Year 3:

I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships)
both on and offline
I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy
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 both on and offline 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 respect those differences and I know families as characterised by love and care
I understand that it is OK to be different to others
I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent
I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the
behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)

I can empathise with other people and understand how people can react differently to the same situation
I can listen to and show respect for the views of others both on and offline
I know the importance of valuing myself
I can recognise and challenge stereotypes (including supporting trans children)
I know about change and loss including separation, divorce and bereavement and the associated feelings

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 and I know the importance of taking care of my own body
I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships
I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
I can respond appropriately to other people's feelings
I can recognise my worth as an individual and the worth of other people
I understand a range of feelings and how these make me feel both emotionally and physically

Year 5:

I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation
I know the ways in which children grow and develop in puberty –physically and emotionally
I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
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 both on and offline 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 about anything on or offline and my health and how to attract their attention
I know how to respond safely and appropriately to adults I meet (including online) whom I do not know
I know where individuals, families and groups can get help and support
I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent
I understand what boundaries are appropriate in friendships with peers and others both on and offline

I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point

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 both on and offline and then decide how to behave responsibly, including judging what kind of physical
contact is acceptable or unacceptable (this could include between peers)
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 the features of a positive healthy relationship both on and offline (including friendships)
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 all of which can happen both on and offline
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract
their attention
I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and
conflict
I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and
racism which can happen both on and offline on individuals and communities
I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity,
sexuality, gender and disability)
I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult

Methodology and resources

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent, it would not be undertaken with a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

Two key outside resources used are:

- PANTS- NSPCC learning https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/
- Expect Respect toolkit- https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/

Ground rules and distancing techniques used in specific RSE sessions (Upper KS2)

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. These are restated and supplemented with suggestions from pupils at the beginning of each RSE lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject Leader or Headteacher as appropriate.

When dealing with difficult questions,

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child

- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher should be informed and the usual child protection procedures followed

INCLUSION

> *'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.' DfES SRE Guidance June 2020*

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 RSE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

The needs of all children both male and female. We will consider the particular needs of boys and 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 RSE. 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 RSE 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 RSE needs.

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

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 relationship and sex 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. RSE may be included in a TEACHH programme and 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.

ROLES AND RESPONSIBILITIES

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The Headteacher / SLT

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:

- Liaise with the PSHCE Lead
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

The headteacher and SLT will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The PSHCE Co-ordinator

The school has a Lead teacher for PSHCE who is responsible for all aspects of the subject including RSE. In respect of 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
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform RSE provision
- 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 named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

Teaching staff. All teachers are involved in the school's RSE provision. Some RSE is taught through the PHSCE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils (Any teacher

can be approached by a student who experiences a difficulty regarding relationships or sex issues). Teachers will be consulted about the school's approach to RSE and aided in their work by the provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Any teacher who feels ill equipped to deliver RSE lessons will consult directly with the Headteacher.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals 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. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The 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 will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns. Parents and carers have a legal right to view this policy and to have information about the school's RSE provision.

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MONITORING, EVALUATION & ASSESSMENT

The programme is regularly evaluated by the PHSCE subject leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable scientific components.

PARENTAL CONCERNS / WITHDRAWAL OF CHILDREN FROM RSE

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents do have a legal right to withdraw their children from dedicated 'sex education' lessons. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary

level, the head teacher must grant this request. Once a child has been withdrawn, they cannot take part in these lessons until the request has been removed.

Parents do not have a right to withdraw their child from aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

CHILD PROTECTION & CONFIDENTIALITY

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 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 relationships and sex 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 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 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.

Dissemination of the Policy
Copies are available at the School Office on request. The policy is also available on the school website.

This policy has been developed and shared with the whole school community.