



Sex and Relationships
Education Policy
September 2016

Organisation and Content of Sex and Relationships Education

At St John's Primary School 'Relationships' is taught as a core theme within PSHE Education.

St John's Primary School specifically delivers Relationship education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2. Much of the Relationship education at St John's Primary School takes place within PSHE lessons. Staff work together in partnership with the school health team to deliver some sessions.

Lessons focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science and within the PSHE core theme of Health and Wellbeing. The PSHE Programme and Science National Curriculum are taught across KS1 and KS2.

Pupils will be taught;

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- about managing change, such as puberty, transition and loss
- ways of keeping physically and emotionally safe

In KS1 Pupils have the opportunity to learn:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable,

- unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

In KS2 pupils have the opportunity to learn:

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- to recognise and manage 'dares'
- to recognise and challenge stereotypes
- how their body will change as they approach and move through puberty
- about human reproduction

Relationship education is also taught through other subjects such as Science where the children are taught about basic human biology. Other links include RE, Citizenship and Computing safety.

Grooming

What is grooming?

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. They may also try to gain the trust of the whole family so they can be alone with the child.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays.
- Using secrets and intimidation to control children

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Online grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Child sexual abuse online

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

When pupils ask questions, we aim to answer them honestly at an age appropriate level.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

Sexting.

All staff and volunteers should:

Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and 'sexting'. Staff should recognise that children are capable of abusing their peers. Staff will challenge any form of derogatory and sexualised language or behaviour. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' Concerns will be referred to senior staff who may need to consult with the Child Protection Designated Person. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them thus reducing the likelihood of being coerced into 'sexting'.

Principles and Values

In addition, St John's Primary School believes that through the delivery of 'relationships' all pupils will:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty.

Aims

The aim of Relationship Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our PSHE education programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns they may have with a member of staff.

Pupils with Special Needs

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

Right of Withdrawal of Pupils from some elements of Relationship Education

We are aware that Relationship Education can be a sensitive issue. However just like any other strand of PSHE education, Relationships is taught at an age appropriate level.

Some parents may prefer to take the responsibility for aspects of this element of education and may choose to discuss the content before children participate in the sessions. We aim to work in partnership with parents/carers to get the best outcome for our children. If you have any questions about any aspect of our Relationship Education, please don't hesitate to contact our PSHE education

co-ordinator – Mrs Ranson or our School Nurse- Janette Wade on 0191 2823319. We will be more than happy to talk through any concerns you may have.

Please note that children cannot be withdrawn from biology aspects of the science national curriculum.

Confidentiality and Safeguarding

At St John's Primary School, we pride ourselves on keeping the children safe. If any issues arise where a member of staff feels that a child is unsafe we will follow the necessary safeguarding procedures.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000.

MONITORING & EVALUATION

This policy will be monitored regularly and evaluated annually. Any suggested amendments will be taken into consideration and adopted where appropriate.

Review date: September 2017