



Policy for Sex and Relationships Education (SRE)

Rationale:

At Ripley Endowed C E Primary School we believe in nurturing children's physical, moral cultural, spiritual and intellectual development and we strive to engender in children positive feelings towards themselves and their relationships with others.

Sex and Relationships Education seeks to foster the development of a positive self-image and the understanding that individuals are in charge of and responsible for their own bodies and minds. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

Our Sex and Relationships Education programme is planned to provide age-appropriate opportunities for the children to develop an understanding of their own and others sexuality and to develop the skills that promote and maintain positive relationships.

What is Sex and Relationships Education (SRE)?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils in gaining accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. Pupils should be enabled to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

At Ripley Endowed C E Primary School high quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- ensures a safe learning environment is established
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services

- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- support pupils to manage social and peer pressures

What values underpin the Ripley Endowed School's SRE policy?

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school's statement of aims and values. This underpins the ethos of the school, and is reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in SRE, values and attitudes are a central part of the learning and moral development. The whole school ethos and values support a safe learning environment for SRE.

Through high quality SRE, pupils will develop:

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

The aims, objectives and outcomes of SRE:

Aims:

We aim to offer a programme which recognises that the foundation of Relationship and Sex Education is the development of self esteem and positive relationships with others. Relationship and Sex Education is linked to the wider aspects of the citizenship and PHSE curriculum and meets the Health and Safety Standard.

We aim to promote the spiritual, moral, cultural, mental and physical development of the children and to prepare them for the opportunities, responsibilities and experiences of adult life.

Objectives:

- To know that human beings develop at different rates.
- To know that we are all different and of equal value for which we must learn to take responsibility.
- To know that we have feelings which affect others.
- To know that babies have specific needs.
- To be able to name all of the parts of the human body (age appropriate).
- To learn how to keep yourself safe.
- To appreciate the ways in which people learn to live and work together.

Outcomes:

Attitudes and Values:

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls (for secondary schools this could include the gender expectations of sex portrayed through pornography)
- developing critical thinking as part of decision making

Personal and Social Skills:

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made

- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding:

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia (penis, vagina, breasts, testicles) and reproductive organs (womb, breasts, penis, testicles). This terminology for body parts will be used from R if it is necessary for staff to speak to children about body parts. If such a conversation were to take place, staff will always inform parents.
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy
- learn about the law and sexual consent

Why is sex and relationships education in schools important?

- SRE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive SRE programme can support in addressing these issues.
- Research shows that a comprehensive SRE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based SRE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)

(Sex and Relationships Education for the 21st Century – supplementary advice to the sex and relationships guidance DfEE 2000)

The status of sex and relationships education in schools

The SRE policy and SRE taught as part of the school's curriculum is the statutory responsibility of the school's governing body. School governors are in law expected to give 'due regard' to the Sex and Relationship Education Guidance (DfEE 0116/2000) which is the guidance for schools. Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014).

Both primary and secondary schools are legally obliged to have an up-to-date SRE policy that defines SRE and describes the content and organisation of SRE taught in and outside of the Science Curriculum. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should also be documented in the policy and governors need to keep a written record of their decision. The policy needs to state how SRE is monitored and evaluated.

It is the statutory responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children from any SRE taught outside the Science Curriculum.

Roles and Responsibilities:

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. 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, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary. It is good practice to identify a link governor for SRE

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific

issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

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

The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

Parents / Carers

Ripley Endowed Primary School aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Parents should be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHEe Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons. They should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Complaints

Parental or public complaints about a school's sex and relationships education provision should be addressed through the school's complaints procedure. The complaints procedure is published on the school website and is available on request from school. Each stage of the process has to be exhausted before the complaint is escalated further.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 5) is to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. At all times a member of staff will be present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors will be asked to provide evidence of a Disclosure and Barring Service check (DBS).

Delivery of SRE and the Curriculum

The SRE programme is embedded within the school's framework for PSHE and the National Curriculum for Science.

- The SRE curriculum is delivered through Science, PSHE lessons, e-safety lessons, and other cross-curricular lessons.
- SRE is usually delivered by class teachers, who have undergone sufficient training, as part of the School's broad and balanced curriculum. Sometimes, SRE is delivered by outside providers, whose credentials are checked out prior to coming into school. One member of staff has been specifically trained to deliver the annual Puberty Talk to Y5 and Y6.
- *Explain the range of resources and teaching methods used and the methodology for selecting the resources (see appendix 3 for guidance on selecting appropriate resources and appendix 2 for a list of some supporting resources)*
- Effective provision is ensured for all learners, regardless of SEND, ethnicity, faith, sexual orientation, by following the principles of the School's Equalities Policy.

Content of the SRE Curriculum:

EYFS

Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children talk about past and present events in their own lives and in the lives of family members.

Children know that other children don't always enjoy the same things, and are sensitive to this.

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1 and 2

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. It is vital for safeguarding that a child has language to describe the private parts of their body and to seek help if they are abused. Staff will always use scientifically correct vocabulary for body parts when talking to children. (Penis, vagina, breasts, testicles, womb). Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.

- Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.
- In secondary school the new National Curriculum science includes pupils learning about the structure and function of the male and female reproductive system including the menstrual cycle. There is no specific mention of sexual health in the National Curriculum at Key Stage 3 or below. However, through the correspondence between the Sex Education Forum and the Department for Education they have confirmed that: “while the new curriculum focuses on core science, they expect teachers will cover sexual health when they teach about reproduction”

Extracts from the National Curriculum:

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 PoS Animals, including humans <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2 PoS Animals, including humans <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2	
Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:	
Year 4 PoS Living things and their habitats <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:	
Year 5 PoS Living things and their habitats <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals Animals including humans <ul style="list-style-type: none"> • describe the changes as humans develop to old age 	Pupils]... should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Year 6 PoS Living things and their habitats	Through direct observations where possible, they

<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms <p>Animals including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- See also PHSE Long term plan

Assessing, monitoring, evaluating and reviewing SRE

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

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school's Subject Leader for PHSE will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHEe co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate (see further guidance in appendix 3)
- To update training in line with current guidance and staff identified needs

Safeguarding and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers 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 teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Diversity

Pupils from all faiths and cultures have an entitlement to SRE. Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for SRE.

Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families' for primary schools

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGBT pupils (who make up approximately 10% of any school population) often report that their SRE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families and challenging homophobic bullying' (see appendix 2 for a supporting list of resources). For older pupils when teaching SRE, in particular in relation to partners and sexual health issues there needs to be reference and resources that relate to LGBT people (the Sex Education Forum (SEF) educational supplement on LGBT issues is useful, there is a small cost or free to SEF members http://shop.ncb.org.uk/product_p/3700-100s13q002.htm). It is also important when teaching SRE not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (further information on trans identities can be found at <http://genderedintelligence.co.uk/>).

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum should cater for LGB, transgender and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Schools are required to eliminate discrimination, advance equality and foster good relations. Stonewall is the leading LGBT charity and they provide a range of supporting materials for primary and secondary on their website www.stonewall.org.uk and there is a sexual orientation room on Fronter that provides a range of information for primary and secondary schools including NYCC guidance for schools on supporting Transgender pupils.

Working with under 13's

All staff should be aware of the North Yorkshire safeguarding procedures around working with sexually active young people. In all cases where the sexually active young person is under the age of 13, a full

assessment must be undertaken. Each case must be discussed with the school's senior member of staff, with designated responsibility for Child Protection.

This Policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>

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

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Anti-bullying policy
- PSHE Policy
- E-safety policy / ICT
- Inclusion Policy
- Teaching and Learning
- Science
- Equalities Policy

Agreed by governors on : 21st June 2016

Review date: June 2018

Appendices and Further Information

Accessing sexual health services

Teenage Pregnancy rates in England have been decreasing over the last few years and the Growing Up in North Yorkshire survey 2014 suggests that about 19% of Year 10 pupils are or have been sexually active. However, they do remain the group least likely to access contraceptive and sexual health advice, putting them at high risk of experiencing an unplanned pregnancy and/or contracting a sexually transmitted infection (STI). The Sexual Offences Act 2003, does not limit children's right to SRE and sexual health support and advice. Please see the section below for further information on the Sexual Offences Act.

Easy access to young-people friendly contraceptive services has been identified as key factors in areas with declining teenage conception rates. Schools can find their nearest sexual health clinics at <https://yorsexualhealth.org.uk/> which provides up-to-date information. Enabling pupils to access sexual health services should be part of the planned SRE curriculum.

Pupils attending external medical appointments during school time

There may be occasions where a pupil needs to attend an appointment during school hours that is away from the school site. e.g. GUM clinic, hospital etc. Schools will need to make sure that they have systems in place to deal with these requests in a confidential manner. Staff may be able to accompany a pupil with the agreement of the Headteacher ensuring all safeguarding aspects are considered in line with the Safer Working Practices for staff. For example can staff use their own transport with pupils if another member of staff observes the pupil getting into the back of the car, the staff member has a mobile phone and rings when they arrive and when they are setting off and this all needs to be recorded.

Health professionals will assess the young person using Fraser Guidelines and will also encourage them to talk to their parents. However the young person has a right not to inform their parents and the school must respect this decision. If required a letter can be sent from the health professional confirming the young person has to attend an appointment. The school must ensure that they support the young person in accessing their appointment and consideration should be given as to how to avoid inadvertently breaching pupil's confidentiality via any school systems for reporting absences to parents. This procedure should be included in appropriate policies so that parents are aware that this can happen. e.g. a school confidentiality policy

Working with under 13's

All staff should be aware of the North Yorkshire safeguarding procedures around working with sexually active young people. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken. Each case must be discussed with the school's senior member of staff, with designated responsibility for Child Protection.

14-16 year olds attending Further Education (FE) settings for part of their education

Parents have a right of withdrawal from non-statutory SRE delivered in school. The college should communicate details of any SRE to be delivered to 14-16 year olds. Equipped with these details of provision, the school should inform parents of any non-statutory SRE that is included in the college programme. If young learners are attending college while SRE / PSHE are being delivered at their home school it is important that provision is made to ensure they are accessing their entitlement to SRE.

Schools should note that they retain the prime duty of care for their pupils. Legally, FE Colleges must provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. These details should include information about the range of student support services available in the college. In obtaining parental consent schools need to provide information that includes details of on-site health and welfare services.

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

North Yorkshire Safeguarding Board has produced Child Protection procedures and guidance. All are available at <http://www.safeguardingchildren.co.uk/>

- 9.49 Sexually harmful behaviour displayed by children and young people.
- 9.50 Sexually exploited children.
<http://www.safeguardingchildren.co.uk/sexual-exploitation.html>
- 9.51 Sexually active under-age children and young people.

Self Taken Images – 'Sexting'

Sexting is when someone sends or receives a sexually explicit text, image or video. In primary and secondary 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.

Pupils should learn that it is illegal to send an indecent picture of a person under 18 on to someone else, even if it's a picture of themselves. 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. A school needs to have a clearly identified system in place if they discover or are shown an indecent image which should include the Designated Senior Person.

Further advice is to ensure that 'Sexting' is part of the taught PSHE curriculum in the school to ensure pupils are aware of the legal situation and to address the core issues of safety, privacy, peer influence, personal responsibility and how to seek help. Also to ensure it is part of the schools anti-bullying policy.

Pornography

Research shows that an increasing number of young people are being exposed to pornography. Pornography can depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours towards women, which can be frightening and confusing, and make young people, feel pressured to behave in particular ways. Teaching about pornography could be part of the planned PSHE curriculum and should emphasise that it is not the best way of learning about healthy, consensual sex. Teaching should build on learning about relationships, gender expectations of sex, body image, consent, gender stereotypes and the importance of loving and respectful relationships. Pornographic images must never be shown to pupils, and there is no need for teachers to look at pornography to plan their teaching. See appendix 2 for supporting curriculum resources.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves 'exploitative situations, contexts and relationships where young people receive something (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/ or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain (this can happen to primary school aged children). In all cases those exploiting the child/ young person have the power over them by virtue of age, gender, intellect, physical strength and /or economic or other resources. Violence, coercion and intimidation are common involvement in exploitation relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability. Grooming is the process that coerces a child or young person into providing sexual favours. Child sexual exploitation is the sexual abuse of children'. (National Working Group (NWG) for Sexually Exploited Children and Young People (2008)

CSE needs to be part of a planned PSHE / SRE taught curriculum. Younger pupils need to learn that their body belongs to them and that they can say who has access to it. Children need to learn the correct terminology to describe the private parts of their body and know how to seek help if they are abused. These are both key elements in a school's approach to safeguarding. All pupils need to be taught about healthy, equal and safe relationships and older pupils need to be taught about consent. All pupils need to understanding about e-safety and how to keep themselves safe using all technology. See appendix 2 for supporting curriculum resources.

The Local Children's Safeguarding Board has produced a practice guide for professionals and training on CSE available at:

<http://www.safeguardingchildren.co.uk/managed/NYSGC/pg/LSCB%20CSE%20Practice%20Guidance%20March%202015.pdf>

Training package:

<https://www6.northyorks.gov.uk/LZCS/search/SearchCriteriaDetailInformation.aspx?RCID=5473>

This online learning package intends to raise basic awareness of child sexual exploitation (CSE). It provides an overview of what Sexual Exploitation is, signs & symptoms, vulnerabilities and responsibilities.

A new service for young people to report sexual exploitation called 'Say Something' went live on the 1st July 2015. The website that provides further information and provides all the contact details is available at <http://www.stop-cse.org/saysomething/>

The campaign is focusing on young people with the key message, 'It is not OK for someone to expect you or your friends to do things you don't want to. Listen to your instinct; if it doesn't feel right – tell someone. 24/7, Free, Anonymous, Call or txt 116000'

NSPCC ChildLine Schools' Service available for Primary Schools can provide a free bi-annual workshop for Year 6 pupils on the different type of abuse. For further details contact:

Tracey Weavers (Area Coordinator Childline School Service North Yorkshire)

tracey.weavers@nspcc.org.uk

07792654739

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

Observing sexualised behaviour in primary and secondary pupils.

Schools have occasionally expressed concerns about pupils who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching.

Brook have devised the 'Traffic Light Tool' to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour for different aged children and young people. The traffic light tool and all supporting guidance can be found at www.brook.org.uk/traffic-lights

Some guidance for schools is to:

- Assess any safeguarding issues.
- Discuss with the parent/carer 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
- Talk to the health child service practitioner for further advice
- 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

Female Genital Mutilation (FGM)

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. A school needs to decide if this will be part of the taught curriculum.

There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The Local Children's Safeguarding Board has produced a practice guide for professionals on FGM available at: <http://www.safeguardingchildren.co.uk/FGMPG.html>

Free online training is available from the Home Office at <https://www.fgmelearning.co.uk/> which aims to give an overview of FGM, signs and symptoms and the law.

FGM - Reporting duty on teachers

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

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

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

NB For school staff discovering FGM will occur from a disclosure and not a physical examination.

You can download a fact sheet from the Home Office about the new law on FGM here:

[Serious Crime Act 2015: Factsheet – female genital mutilation](#)

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

Forced Marriage (FM)

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. For further information go to <https://www.gov.uk/forced-marriage>. A school needs to decide if this will be part of the taught curriculum (see appendix 2 for supporting curriculum resources).

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

Appendix 1

Supporting documents and list of resources for teaching and learning in SRE

A range of documents, guidance's and teaching and learning resources are available in the PSE/ Health and Wellbeing room on Fronter <https://fronter.com/northyorks/> (a schools log in will be required)

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

Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000.

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes-0116-2000%20sre.pdf>

Sex and Relationships Education for the 21st Century, March 2014. Brook, PSHE Association and the Sex Education Forum.

https://www.pshe-association.org.uk/news_detail.aspx?ID=1383

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 3 and 4 available from Fronter in the PSE/ Health and Wellbeing room.

<https://fronter.com/northyorks/>

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1 and 2 available from Fronter in the PSE/ Health and Wellbeing room.

<https://fronter.com/northyorks/>

Sex Education Forum has a range of resources and fact sheets to support SRE. It also provides a suggested scheme of work for primary and secondary schools. www.sexeducationforum.org.uk/

Are you getting it right? A toolkit for consulting young people on sex and relationships education (secondary schools). http://www.sexeducationforum.org.uk/media/6607/sef_audit_toolkit_2008.pdf

A similar toolkit has been developed for primary schools but there is a cost to purchase this from the sex education forum

PSHE association has a range of supporting information. Some resources are only available through membership this includes guidance on reviewing your schools SRE policy <https://www.pshe-association.org.uk/>

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

Stonewall provides information and resources to support Lesbian, Gay, Bisexual and Trans issues. www.stonewall.org.uk

North Yorkshire Equality and Diversity Guidance to support the issue of homophobic, biphobic and transphobic bullying and language and the needs of lesbian, gay, bi-sexual and trans young people in schools available from Fronter in the sexual orientation room <https://fronter.com/northyorks/>

Aspect of the curriculum	Suggested resources with web links Need to ensure the resource meets the needs and values of the school (see appendix 3 for further information)
General teaching and learning resources can be found in the North Yorkshire PSHE and Citizenship planning and assessment tool for Key Stage 1-2 and 3-4 in the PSE/ Health and Wellbeing room on Fronter. The following resources support particular aspects of the curriculum.	
Sexual Abuse Healthy Relationships Child Sexual Exploitation Sexting	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers)</p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse and gender stereotypes from KS1-5 www.womensaid.org.uk</p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) www.safeguardingsheffieldchildren.org.uk</p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) www.canyouseeme.coop</p> <p>www.thinkuknow.co.uk has a range of resources and videos to support issues on sexting, safety online and CSE (Ks 3 and 4)</p> <p>The NSPCC has produced resources to support pupils to get help about sexting http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx</p> <p>This is abuse has been produced by the Home office http://thisisabuse.direct.gov.uk</p> <p>The sex education forum has produced a briefing addressing health relationships and sexual exploitation within PSHE in schools http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf</p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html</p>
Different Families and Lesbian, Gay, Bisexual and trans	<p>Stonewall provide a range of supporting resources and information for primary and secondary schools www.stonewall.org.uk</p> <p>The primary school ‘different families/ challenging homophobic language resource can be downloaded for free from the sexual orientation room on Fronter. It supports schools introduce difference and diversity through a range of books from Reception up to Year 6, it provides lesson ideas to address homophobic language. The focus is on healthy relationships and love.</p> <p>FREE is a ground-breaking film for primary school pupils, that conveys a powerful message about difference, diversity and respect. The film follows the stories of four children as they explore family, friendship and what it means to be yourself. FREE directly challenges homophobic bullying and language and shows the importance of celebrating difference. The film is aimed at key stage 2 children and can be accessed at http://www.stonewallprimary.org.uk/</p>

E safety	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk</p> <p>Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers)</p> <p>E-safety resources for pupils (KS 1-5), teachers and professionals , parents and carers www.childnet-int.org including Jenny’s Story for secondary age pupils</p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx</p> <p>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/</p>
Pornography	<p>The sex education forum e-magazine on teaching about pornography http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx</p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost) http://www.bigtalkeducation.co.uk/resources-for-primaries.html</p> <p>Planet Porn, from BISH, for secondary schools (there is a cost) http://bishtraining.com/index.php/planet-porn/ Fantasy versus reality, for secondary schools from fpa (there is a cost) http://www.fpa.org.uk/product/fantasy – vs-reality</p>
Consent	<p>The PSHE association has produced some guidance on consent along with lesson plans for key stage and 4 www.pshe-association.org.uk/consent</p> <p>Crown Prosecution Service (CPS) guidance on the statutory definition of Consent and the CPS sexual offences factsheet http://www.cps.gov.uk/news/fact_sheets/sexual_offences</p>
Domestic abuse	<p>NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579</p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk</p> <p>A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk</p> <p>Independent domestic abuse service provides a range of information for staff and young people www.idas.org.uk</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</p>

Forced Marriage	Plan UK has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/
Supporting parents/carers	The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk The PSHE association has a number of parent factsheets including one to support SRE www.pshe-association.org.uk A website to support parents in preventing sexual abuse www.parentsprotect.co.uk

Appendix 2

Criteria for choosing appropriate resources to support the teaching of SRE

There are a wealth of commercially produced resources to support teaching and learning in PSHEe. Prior to purchasing and using resources it is important to consider the following:

Good Practice Principles:

- Is the resource in line with the school's ethos, values and policy statements for SRE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

Teaching and Learning:

- Does the material outline processes for establishing a positive and supportive learning environment e.g developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

Content:

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

Curriculum Issues:

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

Appendix 3

Revised December 2014

Partners in School Agreement Form

Supporting the Personal, Social, Health, Citizenship and Economic Education (PSHCEe)

The aim of this document is to ensure that both the school and the external partner's are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

School:

Lead contact person:

Second contact person:

Tel:

Email:

Agency:

Lead contact person:

Name of person(s) delivering the session:

Tel:

Email:

What is the aim of the session?

What type of session is being delivered? (lesson, assembly, drop down day etc)

What are the intended learning outcomes for the pupils?

Is the partner agency delivering the whole session or contributing to part of session?

What activities and methods will be used during the session?

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

Date/Time	Year / Class	Number of pupils	Any special needs or sensitive issues to be aware of?	Any equipment that needs to be provided by the school?

Planning checklist

Aspects to be considered	Any agreed actions
Is it clear how the partner's contribution fits with the planned PSHCEe scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	
Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	

Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.	
Appropriate monitoring and evaluation of the session has been discussed and agreed?	

Appendix 1 of partners in school agreement form

Effective teaching and learning in Personal Social Health Economic education by partner agencies

Effective teaching and learning in PSHEe occurs when:

- Sessions take into account student starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students
- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness

