



Farnham Primary School



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Relationship and Sex Education (RSE) is the most commonly used as we feel this more accurately reflects the importance of relationships and the context in which we teach lots of subjects, including sex education. To embrace the challenges of creating a happy and successful adult lives, Farnham Primary will help pupils gain the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

It is lifelong learning about physical, moral and emotional development. It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationship and Sex Educations Guidance, DfEE (now Department for Education / DfE) 2018.

The law (Education Act 1996) states that 'All schools must provide an up to date policy that describes the content and organisation of the SRE provided outside the National Curriculum.'

Our schools take their responsibility to provide relevant, effective and responsible RSE to all of their pupils as part of the school's personal, social, health education curriculum (PSHE, or 'Living and Learning', as we call it) very seriously. The school wants parents/carers and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the relationships and sex education provision.

Farnham are free to determine how they address Lesbian, Gay, Bisexual and Transgender (LGBT) specific content, but the Department recommends that it is integral throughout the programmes of study. As with all RSE teaching, schools should ensure that their teaching is sensitive, age-appropriate and delivered with reference to the law. With all RSE teaching, schools should ensure that their teaching is sensitive and age-appropriate.

The law (Learning and Skills Act, 2000) states that, 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children'. In 2000, the DfEE Sex and Relationship Education Guidance added 'and stable relationships'. Leaving aside political and faith-based agendas, the key point here is that the guidance recognises the importance of stable relationships.

Key aspects of RSE are:

- **Physical development** - how our reproductive systems work
- **Emotional development** – our feelings and how they might change as we grow older; we consider how to manage feelings
- **Social aspects** – the positive and negative influences from friends
- **Healthy relationships** – the different types of relationships we experience, such as those with parents / carers, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships. Schools are free to determine how they address LGBT specific content, but the Department recommends that it is integral throughout the programmes of study. As with all RSE teaching, schools should ensure that their teaching is sensitive, age-appropriate and delivered with reference to the law.

Context: why Relationships and Sex Education is important in our school

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children 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 RSE was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting our safeguarding obligations. 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 for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE 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.
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper, The Importance of Teaching (2010), highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.

It is not the aim of RSE to:

- **encourage pupils to become sexually active at a young age**
- **promote a particular sexual orientation**

National Curriculum

RSE plays an important part in fulfilling the statutory duties the schools have to meet.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

**promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

Section 2.1, National Curriculum in England (DfE, 2013)

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (National Curriculum in England, DfE, 2013) and that ‘SRE is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

Relationships Education (Primary)

- The focus at Farnham Primary will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, resources and so on.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these when they are encountered in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- The principles of positive relationships apply as much online as they do offline especially as, by the end of primary school, many children will already be negotiating relationships seamlessly online and offline. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupil's lives. Teachers should include content on how information and data is shared and used online, for example sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of resilience and positive character attributes, or ‘virtues’, in the individual. Relationships Education is most effective when set in a school-wide context where resilience and virtues are actively developed, promoted and practised. This includes helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. Positive virtues pupils should develop include honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. Schools should develop resilience and virtues in many ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

- Through Relationships Education (and RSE), schools can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. For example, in primary schools, this can be done by focusing on boundaries and privacy, ensuring young people are taught that they have rights over their own bodies and know how to report concerns or seek advice. This should include understanding boundaries in friendships with peers and also in families and with others (both online and offline). These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding all children.

By the end of their time at Farnham Primary they should have been taught:

Families and people who care for me.	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 for them. • 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/civil partnership 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 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 cyber bullying), 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	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 who they do not know. how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. where to get advice from e.g. family, school and/or other sources.

Governors

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teachers explore how new pedagogies and technology can be fully utilised to support the subjects
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Lead members of staff (responsible for Health and SMSC)

The lead members of staff will:

- Develop this school policy and ensure it is reviewed annually
- Ensure all members of the governing body will be offered appropriate RSE training
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- Ensure that all staff are up to date with resources local support, policy changes, and familiar with school policy and guidance relating to RSE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- Support parent/carer involvement in the development of the RSE curriculum
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- Ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.

All staff

All staff will:

- Ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education
- Report back to Health and SMSC Leader/Head of School on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- Attend and engage in professional development training around relationships and sex education provision, when appropriate
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it. It is important that all school staff feel comfortable to take RSE classes. We will make available regular professional development training in how to deliver relationships and sex education. The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified and met through the following ways:
- Training and support is organised by the Head of Federation who may choose to liaise with Health and SMSC Leader
- Staff will be offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- Staff involved in the delivery of RSE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- The Health and Wellbeing Service will support CPD needs through courses run each year

- The School Nurse will provide support and resources around aspects of RSE if needed.

Pupils

All pupils:

- Are expected to attend the statutory National Curriculum Science elements of the RSE curriculum
- Should support one another with issues that arise through RSE
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- Will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- Will be asked for feedback on the school's RSE provision following RSE in Year 5 every year; they are expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

Working with parents/carers and the wider community

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Farnham Primary will work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Farnham have a good relationship with parents on these subjects over time – offering small group work or workshops can be one way of inviting parents into school to informally discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to *all* parents, recognising that a range of approaches may be needed for doing so.

Working with external agencies

Working with external partners can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is adequately differentiated to meet the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Good practice is also likely to include the head teacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

In line with the National Curriculum (Section 11), the agreed vocabulary used in school are listed below.

	Will be used The words and phrases below will be used by adults and children in the Teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it may be appropriate eg to re-visit some learning, to clarify or re-teach some aspects
Reception			vagina, breasts, penis, testicles
Key Stage 1			vagina, breasts, penis, testicles, 'privates', willy, balls
Key Stage 1 lessons about living things (eg in the Life topic)	vagina, breasts, penis, testicles	'privates', willy, balls	other nicknames
Key Stage 2			vagina, breasts, penis, testicles; nicknames
Y5 discrete RSE lessons around changes	vagina, breasts, penis, testicles plus ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period foreskin, scrotum, sperm, ejaculation, erection, wet dream, love, relationship, family, marriage, support, caring, loving, consent, sexual intercourse, to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth, puberty, disease, infection, heterosexual, straight, gay, lesbian, homophobia(c)*	<i>nicknames for terms listed will be referred to support the teaching and learning process, especially to teach children about appropriate, respectful language</i>	umbilical cord, epididymis bisexual, transgender, biphobia(c), transphobia(c)
Y6			all of the above
*Some words may be used as and when they are appropriate, regardless of age			

We will alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language. We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

- ‘That is something that may be covered later on, maybe at high school.’
- ‘I can’t answer that question, but you could ask your parents/carers.’

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.

Monitoring and evaluation

Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring answers questions such as is the programme effectively managed; are staff clear about their roles and responsibilities; and are pupils being taught the programme as planned?

Monitoring activities which we will carry out may include:

- Lesson observations
- Regular review of the RSE policy and programme
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Scrutinising staff planning
- Samples of children’s work

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. It is a means of improving provision and raising standards. It helps to identify issues for development. Evaluation activities which we will carry out may include:

- Teacher and pupil evaluations
- Evidence from lesson observations
- Feedback and evaluation by pupils.

Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We promote the needs and interest of all pupils. The school’s approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

There is a great need for sensitivity in the approach to RSE. Considerations will be made for:

- Religious and cultural diversity
- Differing needs of boys and girls
- Diverse sexuality of children and young people
- Homophobic/transphobic bullying and behaviour
- Children's age and physical and emotional maturity
- Pupils who are new to English.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons (for example, by using different strategies) to ensure that the vast majority of children can access the information; we recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. In teaching, reference may be made to people who identify as LGBT.

Pupils who are new to English

We will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Safeguarding and child protection

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. Children have the right to:

- Say no
- Respect their own body
- Speak out and know that someone can help.

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If the school has any reason to believe a pupil is at risk, advice from Leeds Child Protection Team will be sought. We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, texting, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours. Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

Confidentiality

No one working with children can agree to confidentiality if a child is thought to be at risk. Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment.

When children make disclosures, they are placing their trust in the member of staff's judgement and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the designated teacher for child protection who may make a record and pursue child protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. This follows procedures set out in our Child Protection Policy.