

# SANDFIELD PARK SCHOOL

## SEX and RELATIONSHIPS EDUCATION POLICY (SRE)

OCTOBER 2016

**Review date: October 2018**

### POLICY FORMATION

This policy was reviewed and updated using DfE Sex and Relationship Guidance 2000 and Liverpool Healthy Schools guidelines.

**This policy can be applied by the staff at the Alder Centre for Education (ACE), where appropriate, to teach as part of their PSHE curriculum. This would be following discussion with the Senior Teacher at ACE and Headteacher.**

### What is Sex and Relationship Education (SRE)?

Sex and relationship education 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.”

*DfES 'Sex and Relationship Education Guidance 2000'*

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This is to stress that SRE at Sandfield Park goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and skills to manage relationships.

### THE SCHOOL

Sandfield Park is a mixed secondary school for pupils with physical disabilities, medical needs and other related learning difficulties. It is split into three main sites; Sandfield Park, The Hospital School at Alder Hey and Alder Centre of Education (ACE).

The school draws pupils from a wide area of the inner and outer reaches of the city of Liverpool and caters for the needs of 11-19 year old pupils. There are a small proportion of ethnic groups whose cultures and religions are respected. There are children from mixed family backgrounds, single and dual parent families.

The Sex Education programme at Sandfield Park has been planned to take into account the age, maturity and ability of pupils. The Governors and staff at Sandfield Park believe Sex Education is a part of the educational entitlement of all pupils. All young people need to be helped to understand the changes in their bodies and their feelings so they can develop confidence and self esteem. Some pupils with physical disabilities may need help with coming to terms with their disability as they approach adolescence and a period of self awareness.

### Principles and Values

In addition Sandfield Park believes that SRE should:

- Be an integral part of the lifelong learning process.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.

- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Aims**

SRE is an important part of a child's preparation for adult life reflecting the Mission Statement and general aims of the school. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.
- Present the facts within a framework of values, giving an awareness of the law, value of the family, marriage and responsible parenting.
- To stress the importance of self-restraint, dignity, respect for others, responsibility and fidelity.
- To learn what sort of behaviours are not acceptable. The physical, emotional and moral implications of certain behaviour will be taught.
- To prepare against unacceptable behaviour from others and develop a sense of personal safety.
- To prepare pupils for opportunities, responsibilities and experiences of adult life.

At all stages the delivery of issues will take into account individual maturity and not chronological age. Students with severe learning difficulties will take part in the programme which will be adapted according to their ability.

Parents will receive a copy of the Sex Education policy on entry of their child into the school. Parental rights to withdraw pupils will be upheld.

Sex and Relationship Education in this school has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

### **Organisation and Content of Sex and Relationship Education**

Sandfield Park specifically delivers Sex and Relationship Education through its PSHE Programme, Science and RE lessons at KS3, and KS4 and

Much of the Sex and Relationship Education at Sandfield Park takes place within PSHE and science lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees as we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Sandfield Park will also be using the Brook Advisory Services “Traffic Light Tool” ( see appendix for Guidance and Tool) to identify sexual behaviours and therefore help staff:

- Make decisions about safeguarding pupils
- Assess and respond appropriately to sexual behaviour in our pupils
- Understand healthy sexual development and distinguish it from harmful behaviour

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required.

### **The Sex and Relationships Programme at Sandfield Park**

#### **ISSUES CONSIDERED:**

- Content of Sex Education.
- Methodology, style and approach, location in curriculum.
- Confidentiality.
- Moral framework.
- Who would deliver Sex Education, use of visitors.

The school intends that all pupils shall experience a programme of Sex and Relations Education and Personal Development at a level which is easy to understand, relevant and appropriate to the age and more importantly to the maturity of the pupil. Some Sandfield Park pupils with physical, visual or hearing impairments are unable to use speech, therefore signing, symbols and/or communication switches and aids are used. Pupils with complex needs experience the basic content: self-awareness, gender awareness, body recognition and privacy.

Pupils with Autism will require individual teaching to meet their specific needs. TEACHH and Picture Exchange Communication Systems (PECS) are used for these pupils so as to avoid any confusion. Sex and Relations Education will need to cover practical issues such as contraception, the emotional implications of entering a sexual relationship with another person and the need to treat partners with consideration.

The biological elements of Sex Education, including naming body parts, puberty, conception and human development are part of the National Curriculum Science and are compulsory, as are information about HIV/AIDS and other sexually transmitted diseases.

### **Content of SRE at Sandfield Park**

#### ***National Curriculum Science***

#### **Pupils at KS1 Cognitive and maturity level (Complex Needs) are taught:**

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans and reproduction  
  
f) that humans and animals can reproduce offspring and these grow into adults
3. a) to recognise similarities and differences between themselves and others and
4. treat others with sensitivity

*(Staff will refer to the Traffic Light Tool for any sexual behaviours that they are unsure of. See appendix)*

#### ***National Curriculum PSHE***

Pupils are taught to :-

1. Develop a healthy and safer lifestyle
2. Develop good relationships and respecting the differences between people

### ***National Curriculum Science***

**Pupils at KS2 Cognitive and maturity level are taught:**

1. a) that the life processes common to humans and other animals, include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

*(Staff will refer to the Traffic Light Tool for any sexual behaviours that they are unsure of. See appendix*

### ***National Curriculum PSHE***

Pupils are taught to :-

1. Develop their confidence and responsibility and make the most of their abilities
2. Develop a healthy, safer lifestyle
3. Develop good relationships and respecting the differences between people

More detail will be found in the PSHE scheme of work

## Pupils at KS3 are taught

<b>KS3 Sex and Relationships Education in the Curriculum</b>	
<b>PSHE:- Non Statutory</b>	<b>Science :- Statutory</b>
<p>Contents, concepts and processes include:</p> <ul style="list-style-type: none"> <li>• examples of diverse values encountered in society and clarification of personal values(a)</li> <li>• Physical and emotional change and puberty ©</li> <li>• Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high risk behaviours affect the health and wellbeing of individuals, families and communities (d)</li> <li>• The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement (i)</li> <li>• Different types of relationships including those within families and between older and young people, boys and girls and people of the same sex, including civil partnerships (j)</li> <li>• The nature and importance of marriage and of stable relationships for family life and bringing up children (k)</li> <li>• The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities (m)</li> </ul>	<p>Range and content should include:</p> <p>Organism, behaviour and health</p> <ul style="list-style-type: none"> <li>• The human reproductive cycle includes adolescence, fertilisation and foetal development</li> <li>• Conception, growth, development, behaviour and health can be affected by diet, drugs and disease</li> </ul> <p>The curriculum provides opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health.</li> </ul> <p><b>Sexual health:-</b>includes issues related to contraception, pregnancy and disease</p> <p><b>Diet, drugs and disease:</b> this includes the effects of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections</p>

**Year 10/11 (KS4) :-** These pupils are entered for AQA units in various aspects of personal and social development when appropriate and ASDAN.

Pupils continue to be taught Sex Education across the curriculum in Science, PSHE and R.E.

**6<sup>th</sup> Form:-** Revisit whole topic areas including contraception, sexually transmitted diseases and personal hygiene, according to the students ability. Accessed in:- ASDAN Towards Independence. Life skills entry 1,2,3.

### Methodology and Approach

Staff will decide the most effective methods to use in the classroom for pupils to:

- Acquire factual information.
- Clarify their own thinking, feelings, attitudes and values.

- Develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations.

( See PSHE scheme of work)

### **Methods Used Will Include:**

- Discussions/debates
- Worksheets
- Problem solving
- Role play
- Group work
- TV programmes and videos
- Posters
- Use of outside speakers
- The school nurse

### **Inclusion**

#### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

#### *Students with Special Needs*

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

#### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the **statutory National Curriculum (i.e. in Science lessons)**. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

Matters of confidentiality are dealt with in detail in the Sandfield Park Safeguarding Policy. Additionally teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

*(Please ensure the above complies with your school confidentiality policy if it is a separate document)*

### **Monitoring and Evaluation of Sex and Relationship Education**

*Monitoring of the delivery, content, teaching and assessment of SRE should be linked to the usual school monitoring procedures. This section should outline how monitoring takes place and the process by which the SRE curriculum is reviewed.*

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Management Group.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

### **Monitoring Progress and Pupil Achievement**

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

**There are six main areas of assessment:**

- Discussion with pupil
- Written work
- Observation
- Tests and external examinations
- Unit Accreditation
- Annual Reviews

### **Resources**



The main resources presently on hand are text books, posters, worksheets and videos. Older pupils have access to interactive whiteboard for guided research. Resources are also available from Liverpool Health Promotion Service.

**Other Policies Which Have Relevance To Sex and Relationship Education**

- Equal opportunities
- Religious Education
- Child protection
- Safeguarding

**Headteacher signature**.....

**Governor signature**.....

**Pupil Representative signature**.....

**Date** .....

## Appendix

### Traffic Light Guidance and Tool



## Guidance for using the sexual behaviours traffic light tool

### Introduction

#### A guide to identifying sexual behaviours

This innovative resource is based on the original 'Traffic Light Framework' developed by Family Planning Queensland in Australia and has been adapted for use within the UK. The resource uses a traffic light tool to categorise the sexual behaviours of young people, to help professionals:

- make decisions about safeguarding children and young people
- assess and respond appropriately to sexual behaviour in children and young people
- understand healthy sexual development and distinguish it from harmful behaviour

By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

This resource has been designed to help professionals think through their decisions and does not replace organisational procedures or assessment frameworks.

### The resource

Using the resource, professionals can learn to identify, assess and respond to sexual behaviour in children and young people in a confident and appropriate manner.

The resource is based on current knowledge and research, and should be used within the context of your own policies, legal frameworks and competencies, and in conjunction with other relevant assessment tools. It is not intended to replace organisational procedures or assessment frameworks, neither does it cover all presenting behaviours.

The behaviours identified in the tool are examples used to show the differences between healthy and unhealthy sexual development. The resource does not aim to define how children and young people should behave, but to show which behaviours are a natural part of growing up and exploring sexuality, and which are problematic and may need intervention or support.

Professionals who work with children and young people have told us they often struggle to identify which sexual behaviours are potentially harmful and which represent healthy sexual development. It is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

By using a standardised normative list we hope to enable professionals across different agencies to use the same criteria when making decisions, thereby creating a unified approach to protecting children and young people.

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Print date: 14/10/2014 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

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## Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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## Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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