

Fellgate Primary School

Together Everyone Achieves More



Sex and Relationships Education Policy

Document Control

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Change History

Version	Date	Issuer / Amender	Changes Made	Approval
1.0	February 2018	Head teacher/Office Manager	Policy brought in line with Policy standards	Governing Board
2.0	December 2020	Head teacher/Office Manager	Vision and Values added Statement of Intent removed	Governing Board
3.0	December 2021	Head teacher/Office Manager/PSHE subject lead	Updated Vision Statement added Revised PSHE (specifically RSE) curriculum added	Governing Board
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Our Vision

At Fellgate Primary School through an ethos of respect, challenge and resilience, we aspire to create an inclusive, safe, vibrant, happy school where each member of the school community - children, Parents/Carers, carers, staff and governors - feels valued and are encouraged to be the best they can be.

We celebrate individuality, striving for everyone to reach their full potential and “shine” in everything they do.

Our Values

We **respect** ourselves and others, encouraging everyone to be the best they can be.

We thrive on **challenge** so that we can all reach our full potential.

Resilience- We never give up and understand that it is ok to make a mistake.

Inclusion- Every member of our school community has a voice, are listened to, appreciated and supported.

Unique – we all have different strengths and abilities and are special in our own way.

Our Aims

To create caring, confident and curious children who are successful learners, confident individuals and responsible citizens.

To motivate and challenge our children to achieve academic and personal success.

To appreciate the uniqueness of each child and recognise their potential.

Chair of Governors: Mrs J Price
(Print Name)

Signed: *J Price*

Head Teacher: Mrs J Tones
(Print Name)

Signed: *J Tones*

Legislation

This policy will be compliant with the following guidance: -

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Relationships and sex education (RSE) and health education' statutory guidance 2019
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

Organisation of the Programme

The Sex and Relationship Education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE leader in accordance with DfE recommendations.

The majority of the programme will be delivered through Personal, Social, Health and Economic (PSHE) education (which includes all required aspects of RSE), with statutory aspects taught via the science curriculum.

At Key Stage 1 and Key Stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for Key Stage 1 and 2 are statutory in accordance with the Science National Curriculum and therefore must be taught. Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the sex and relationship education programme, are able to be moved to older year groups or deleted, appropriate to the school/academy's wishes. The school also has two qualified KidSafe employees that attend regular training

By the end of Foundation Stage

Personal, Social and Emotional Development (Making Relationships):

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness):

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour):

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (People and Communities):

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

By the end of Key Stage 1

Pupils are taught:

- About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- To identify the people who love and care for them and what they do to help them feel cared for
- About different types of families including those that may be different to their own
- To identify common features of family life
- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- About how people make friends and what makes a good friendship
- About how to recognise when they or someone else feels lonely and what to do
- Simple strategies to resolve arguments between friends positively
- How to ask for help if a friendship is making them feel unhappy
- That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- About how people may feel if they experience hurtful behaviour or bullying
- That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- That sometimes people may behave differently online, including by pretending to be someone they are not
- How to respond safely to adults they don't know
- About how to respond if physical contact makes them feel uncomfortable or unsafe
- About knowing there are situations when they should ask for permission and also when their permission should be sought
- About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

- About what is kind and unkind behaviour, and how this can affect others
- About how to treat themselves and others with respect; how to be polite and courteous
- To recognise the ways in which they are the same and different to others
- How to listen to other people and play and work cooperatively
- How to talk about and share their opinions on things that matter to them
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about growing and changing from young to old and how people's needs change

By the end of Key Stage 2

Pupils are taught:

- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- the importance of seeking support if feeling lonely or excluded
- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- how friendships can change over time, about making new friends and the benefits of having different types of friends

- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- about discrimination: what it means and how to challenge it
- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- about seeking and giving permission (consent) in different situations
- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- that personal behaviour can affect other people; to recognise and model respectful behaviour online
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- about where to get more information, help and advice about growing and changing, especially about puberty

During Years 5 and 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

Training of Staff

All staff members at the Fellgate Primary School will undergo training on a yearly basis to ensure they are up-to-date with the Sex and Relationship Education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Delivery of the Programme

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

Working with Parents

The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.

The school will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings, letters (**Appendix 1**) and Dojo posts, the programme will therefore be planned in conjunction with parents/carers.

The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages. (**Appendix 2**)

Confidentiality

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must, however, alert the Head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

Bullying Incidents

The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the process in our Anti Bullying Policy. The Head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Inclusion & Equal Opportunities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Monitoring

Any changes needed to the policy, including changes to the programme, will be implemented by the PSHE leader and the Head teacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1 – Letter to parents/carers

Fellgate Primary School
Oxford Way
Fellgate Estate
Jarrow
Tyne and Wear
NE32 4XA

Dear Parent / Carer

RE: Sex and Relationship Education at Fellgate Primary School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At Fellgate Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website or in hard copy via our school's office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the Head-teacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Julia Tones

Head-teacher

Sex and Relationships and Education Policy

Appendix 2

Science National Curriculumn

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key Stage	Pupils Must Be Taught
Key Stage 1	• That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity.
Key Stage 2	• That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle.
Key Stage 3	• That fertilisation in humans is the fusion between the egg and sperm. • About the physical and emotional changes that take place during adolescence. • How the foetus grows and develops. • How the growth and reproduction of bacteria and viruses can affect health.
Key Stage 4	• The way in which hormonal control occurs, including the effects of sex hormones. • The medical uses of some hormones, including the control of fertility. • The defence mechanisms of the body. • How sex is determined in humans.