

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Relationships and Sex Education Policy

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Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High Standards**. We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability. We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

“RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain.” (Ms. Greening, DFE 2018)

Rationale

This policy is a response to issues identified through school self-evaluation and also the changes to teaching PSHE and RSE, reported in Ofsted’s report into PSHE provision – ‘Not Yet Good Enough’ (May 2013). This report led to a consultation, which resulted in statutory changes for September 2019.

Aims and Objectives

There are four main elements to our SRE programme:

- Keeping children safe
- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Fairfield Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The objectives of the Relationships and Sex Education policy at Fairfield Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through adolescence and into adulthood.

- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- To name body parts and know which body parts should be private
- To know the difference between appropriate and inappropriate touch
- To understand that they the right to say “no” to unwanted touch
- To start thinking about who they trust and who they can ask for help

Relationships and sex education in the context of the National Curriculum

Legal Requirements

Fairfield Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

Early Years

- To recognise some feelings
- To recognise how our feelings can influence our friendships
- To realise that our behaviour (words and actions) can affect other people
- To know who they can talk to at home and at school
- To consider the ways they have changed physically since they were born
- To appreciate and value their body, its capabilities and uniqueness
- To understand why hygiene is important
- To know that humans produce babies that grow into children and then into adults

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults
- Humans and plants basic structures
- Our senses
- Know how they are growing and changing
- Know what friendship is
- Know about different types of families
- Know what makes a good friend

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits

All key stages will universally teach children how to protect themselves from inappropriate online content, bullying, harassment and exploitation at an age appropriate level.

Parents do not have the right to withdraw their child/children from these above aspects of the science curriculum.

EYFS

Children learning about the concept of male and female, and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In R.E. and citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In R.E. and citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Year 3 and Year 4

'Body Changes'

How their body will, and emotions may, change as they approach and move through puberty

Year 5

'Changes'

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

Year 6

'How babies are made' and 'How babies are born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

'Girl Talk' and 'Boy Talk'

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

Relationships and sex education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Consulting Parents

The school informs parents when aspects of the Relationship and Sex Education Policy are taught and provides opportunities for parents to discuss the context of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from these aspects of the Relationships and Sex Education Policy that are not included in the National Curriculum Science Orders – alternative work will be set.

Policy and Practice

- Parents will receive prior notification of the Relationships and Sex Education Policy (RSE) to enable them to discuss issues with staff or their own children.
- Materials used in the RSE policy will be available to parents on request.
- Parents may withdraw their children from all or part of the school's RSE programme. This must be in writing after consultation with the Headteacher.
- The RSE programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions will be asked by children outside the RSE programme, the teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.

- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive RSE.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school’s RSE policy is subject to annual review.

Dealing with Difficult Questions

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives will be dealt with through a set phrase – *“That is not a suitable question for me to answer. I think you should ask your parents.”*

Use of Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

(Sex and Relationship Guidance, DFE, 0116/2000 p29 6.11)

When appropriate visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education, particularly in Key Stage 2.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the context of Relationships and Sex Education.

Safeguarding and Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a children protection issue.

The staff member will inform the head teacher or designated safeguarding lead in line with LEA procedures for child protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist. Staff should never promise that they will keep a secret.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationships and sex education.

The effectiveness of the RSE policy will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

This policy will be reviewed in summer 2018 to be implemented in September 2018

Links with Other Policies

Equality Policy

Safeguarding Policy

Behaviour Policy

Anti-Bullying Policy

PSHE Policy

Science Policy

Lancashire Topic Curriculum

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