

Anderton Park Primary School

FRE POLICY



Policy approved: 2016 - 2017

Family and Relationships Education Policy (FRE)

1. Introduction:

Family and Relationships education has never been more important at Anderton Park School, in Birmingham and in Britain. HMI commended our school on its strong ethos and very good Child Protection and safeguarding practice and procedures when it visited in September 2014 and recommended that our FRE policy needed to reflect the good work school is doing currently. OFSTED found that many children in some Birmingham schools were not being given a full and broad education in these matters (Trojan Horse Inquiries, Peter Clarke report and Ian Kershaw report). This is not the case at our school.

Anderton Park Primary School is a large school with approximately 700 children on roll, half girls and half boys. The majority of children are from an ethnic background, mainly with British Pakistani heritage. The community is changing and we now have approximately 30 Romanian children and 4 white British children. We also have a 78 place nursery. There is a Children's Centre on site, which is part of Balsall Heath Children's Centre, and is available to help and support our families.

2. Our Family and Relationships Education Policy (FRE)

Our school's Family and Relationship Policy is based on the Education Act 1996 requirements and DCSF document Sex and Relationship Education Guidance (DfES 0116/2000).

The Education Act states 'The Governing Body shall make and keep up to date a policy with regard to the provision of sex education'. This Act is for primary and secondary schools and because in *our* primary school, we are NOT teaching children about sexual intercourse, the Governors have decided to call the policy 'Family and Relationships Education'. This policy should be read in conjunction with our Safeguarding, Behaviour & Inclusion policies.

The Purpose of our Policy is as follows:-

- Provide a secure framework for staff and children to work within.
- Make a statement of the values the school is committed to and which will inform the FRE scheme of work.
- Give information to parents about the scheme of work so that they are aware of what will take place and will be aware of opportunities for involvement and consultation.
- Provide guidance for all staff, pupils and families.
- Indicate how our school will respond to all relevant legislation and practice issues
- Clarify who is responsible for what.

Our Policy will:-

- Prepare pupils to cope with the physical and emotional challenges of growing up.
- Support the personal and social development of all pupils
- Enable pupils to enjoy relationships based on mutual respect and responsibility, free from any abuse, including FGM (Female Genital Mutilation).
- Provide knowledge about the nature of positive relationships.

- Give pupils a simple understanding of human reproduction, as it's part of a life cycle.
- Provide pupils with facts, which will be presented in an objective, balanced and sensitive way within a framework of values.
- Stress the importance of family life, marriage and the responsibilities of parenthood.
- Teach children about the physical development of their bodies as they go through puberty & how their emotions may change.
- Look positively at any local initiatives that support us in providing the FRE scheme of work.

3. Morals and Values

All cultures, faiths and people of no faith have their own morals and values that relate to Family and Relationships.

The school's policy demonstrates and encourages the following values amongst our pupils:

- Respect yourself
- Respect for others
- Respect for the Equality Act 2010
- Respect for the law
- Responsibility for their own actions
- Responsibility to their family, friends, school and the wider community.
- Respect for British Values.

Our pupils should be aware that their cultures have a great deal to say about personal relationships and the way in which men and women relate to each other. At the same time pupils should know that British society may have different values and laws which they should respect.

All pupils should be encouraged to make sense of the world around them, and how to behave in it. They will understand that they are part of a wider society in which challenging topics and educational debates are issues for all.

We teach about Family and Relationships in the belief that:-

- Children should be taught to have respect for their own bodies.
- It is important to build positive relationships with others involving trust and respect.
- Children should be taught that the body cannot be detached from feelings and emotions, and that every individual has the capacity to cope with desire, with integrity.
- Children should learn the social and personal skills and awareness necessary to grow up confidently in a multi-cultural society, in Britain and globally.
- Children should learn about the impact of bullying in relation to differences and understand that such behaviour is unacceptable.

- Our equality charter is welcoming to everyone.

4. How will our policy work in school?

Teaching and Learning

- The Family and Relationships scheme of work is delivered mainly through PSHE lessons, What's in the News and Science lessons but can also be included in other cross-curricular subjects for example in story time, assembly or topics.
- In year 5 and 6 pupils will use carefully selected resources in single gender groups to allow for more specific advice on, for example, the practicalities of menstruation. Parents of these year groups are invited to view the scheme of work and ask questions beforehand.
- These lessons are delivered by the School Nurse and Senior Leaders.
- If a pupil younger than Year 5 starts menstruation, her family will be offered the opportunity for guidance from the school nurse and a senior member of staff.
- Questions raised by pupils may be answered in class sessions, or one-to-one if the query is deemed to be of a more individual nature.
- Schemes of work aim to identify, introduce, consolidate and develop key skills and attitudes to ensure continuity and progression.

How will our children be taught?

- In science lessons children are already taught about basic puberty and reproduction. For this aspect of our teaching we will follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children that all living things - plants and animals, including humans, move, feed, grow and reproduce, and we also teach them about the main external parts of the body. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, (including puberty) in more detail.
- In all year groups we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work. In Years 5 and 6 we explain to the children what will happen to their bodies during puberty. For example, we teach the boys that their voices will change during puberty, and we explain menstruation to girls. Girls and boys will be taught separately for these lessons. We encourage the children to ask for help if they need it. We incorporate NSPCC's PANTS lesson plan for boys & girls and talk to girls about FGM.

Please see scheme of work for more detail

Questions

The school supports and encourages children in asking questions. All questions will be answered appropriately within the following framework:

- Correct and appropriate terminology will be used where appropriate
- In support of the Equality Act 2010 and our school equality charter, staff and children will challenge discrimination and stereotyping (see appendix).

- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer
- Children will not be able to ask staff or each other *personal* questions

5. Sensitive Issues

Teaching boys and girls separately

In Years 5 & 6 girls and boys will be taught about puberty. They will be able to ask open and honest questions.

Questions of a sensitive nature

The following issues will not be discussed in school, but should they arise will be referred to parents/ carers:

- contraception
- sexually transmitted infections
- sexual intercourse

Children will be told that these issues will be taught in secondary school.

Sanitary Towel Provision

Supplies of sanitary protection will be available from the main office, School Nurse, Deputy Head Teacher and the Head Teacher. Children will be able to speak to any member of staff they feel comfortable with to access supplies. All male teachers will refer to a female member of staff. Sanitary disposal units are available in the ladies toilets and in the girls' toilets.

6. The Role of Parents, Families and Carers

The school is well aware that the primary role in children's Family and Relationships Education lies with parents, families and carers. We therefore expect parents to:

- Encourage and allow your children to take part in FRE lessons
- Advise and support your child at home in areas not covered by the school's policy and scheme of work
- Listen sensitively to your child
- Always respect British Law
- Communicate with the school and provide valuable feedback on all FRE matters

7. The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Family and Relationships Education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about FRE effectively, and handle any difficult issues with sensitivity. The Headteacher will support parents and families with these sensitive issues.

8. Consultation, Monitoring and Review

The governing body will monitor the FRE policy regularly and if the policy needs modification in light of new law or recommendations, it will do so.

9. Equal Opportunities

It is intended that the school's Family and Relationships Policy and programme will reflect the ethos of the school, by providing a secure, inclusive non-judgemental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, gender, health, disability, faith, non-faith or sexuality. The policy and content will comply with LA and government guidance.

Pupils with Special Educational Needs (SEN) are entitled to the same opportunity as other children to benefit from Family and Relationships Education. They may need more help than others in coping with the physical and emotional aspects of growing up and in learning what sorts of behaviour are and are not acceptable.

10. Specific Safeguarding Issues (Keeping Children Safe in Education, DfE April 2014)

We tackle all issues sensitively but head on, and do not avoid any issues. These include: child sexual exploitation (CSE); bullying (including cyberbullying); domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender based violence/violence against women and girls (VAWG); mental health; private fostering; radicalisation; sexting; teenage relationship abuse; trafficking

11. Child Protection

Should any allegations, disclosures or concerns of abuse arise during discussions, they will be reported to the Designated Lead Practitioner for Child Protection in line with Child and Safeguarding Policy.

12. Withdrawal from Family and Relationships Education

Under the Education Act 1993 all parents have the right to withdraw their children from the school's programme of Family and Relationships Education, except that required by the National Curriculum Science. Parents may withdraw their children from FRE by writing to the Head Teacher. However, we STRONGLY encourage all families to allow their children to participate as this helps children to prepare for secondary school and puberty and will help protect them against dangers we know exist in our community.

12. Complaints Procedure

For any complaint, letters of complaint should be addressed to the headteacher and Chair of Governors or contact the LA directly.

Appendices

1. Scheme of work, including NSPCC PANTS
2. Lesson plans for puberty talk for girls and boys
3. NSPCC
4. FGM poster

Appendix 1

Scheme of Work for FRE

Highlighted sections are from the Science National Curriculum

Foundation Stage (Nursery and Reception)

My Body

The children will learn how they have changed physically since they were very small and how they will continue to grow and change. They will learn about the different parts of their bodies including different functions, including facial features, ears, nose, mouth, eyes, hair, legs, arms, hands, fingers, knees and toes. The children will also learn that keeping clean after going to the toilet is important.

Responsibilities

The children will examine what they currently do to look after themselves including dressing and undressing. They will learn to recognise their personal needs and the adults who are responsible for looking after them. They will develop responsible and caring attitudes towards living creatures in the environment, at home and at school.

Relationships

Activities will develop children's interpersonal skills, including sharing, taking turns, helping others and communicating in groups and with individuals. The children will learn some of the ways of being a good friend and when it is necessary to say "sorry".

Scheme of Work for FRE

KS1

Year 1

Changing Emotions and Responsibilities

Work in this unit is intended to enhance children's sense of self-esteem and in turn will help them to value others. They will consider their responsibilities in caring for themselves and others and how these responsibilities and caring attitudes increase as they get older. The children will also learn how to keep themselves safe including knowledge of good touches and bad touches. They will recognise similarities and differences between themselves and others and treat others with sensitivity.

Healthy Lifestyles

Children will examine what it means to be healthy including their food, exercise and rest. They will begin to understand some of the changes they are able to make to keep themselves healthy, including how to use their leisure time.

Year 2

How my Body Works and Changes

The children will learn to use the words that are taught in science for the external body parts - ears, nose, mouth, arms, fingers, feet, toes. They will be introduced to the concept that nature reproduces itself - humans have babies that grow into children and then into adults, and plants produce seeds that grow again the next year.

Maintaining Personal Hygiene

The children will learn basic information about how the body works, how to look after it, including how to keep themselves clean. They will learn some simple hygiene routines.

KS2

Year 3

Maintaining Personal Hygiene and Safety

The children will learn about the benefits of carrying out regular routines, including how to keep our bodies, teeth and hair clean. They will consider the hygiene practices they are currently able to do for themselves and the people who help them to maintain their personal hygiene. The children will also examine the ways in which they will have more responsibility for their personal hygiene in the future. They will revisit previous learning about personal safety, including good touches and bad touches.

Healthy, Safe Lifestyles

The children will learn about the concept of healthy eating, the need for a balanced diet and good food hygiene. They will examine the benefits of regular exercise, including the effects of exercise on the body (how muscles work, heart beat increases etc). They will understand some of the choices they are able to make to keep themselves healthy and safe, including how to use their leisure time.

Year 4

How my Body Works and Changes

The children will continue to learn to recognise the main external parts of the body. They will learn, through science, about living processes common to humans and other animals- movement, growth, nutrition and reproduction.

Changing Emotions and Responsibilities

Work in this unit is intended to enhance children's sense of self-esteem and in turn will help them to value others. They will consider their responsibility for caring for themselves and others and how these change as they get older. They will investigate their perceptions of being 'grown up' and examine the new emotions and responsibilities that are part of family life, including the role parents play in looking after babies.

Year 5

How my Body Works and Changes

Boys, separately from girls, will identify changes that will occur as they go through puberty, including healthy growth, wet dreams, pubic hair, broadening shoulders and changes in voice. They will explore the reasons for these changes and how they will affect them physically and emotionally. The children will also learn about the wide range

of these changes, how they take place and that physical change happens at different rates for different people and that this is normal.

Girls, separately from boys, will identify changes that will occur as they go through puberty, including healthy growth, pubic hair, changes in body shape and menstruation. They will explore the reasons for these changes and how they will affect them physically and emotionally. They will also be taught what FGM is and that it is illegal and abusive. No videos or visual aids will be used.

All children will also learn about the wide range of these changes, how they take place and that physical change happens at different rates for different people and that this is normal. All children will learn NSPCC PANTS.

They will learn about the facts of the human lifecycle, including links between changes at puberty.

Maintaining Personal Hygiene

The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene and practices and consider new personal hygiene routines relevant to themselves. They will examine the ways in which they will have new responsibilities for their personal hygiene through puberty.

Year 6

Puberty as outlined above will be revisited and built upon.

Changing Emotions and Responsibilities

The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage these so that they are able to express their feelings and concerns positively. They will also explore the meaning of love and consider their responsibilities for themselves and others. They will consider the need for trust and love in marriage and established relationships.

Healthy Lifestyles

The children will examine what it means to be healthy and the value of having a healthy lifestyle. They will consider and reflect on their lifestyles and those of other people. They will consider some of the positive and negative influences on our lifestyle choices, including the media, peer pressure and issues such as stereotyping.