

# **Fellgate Primary School**



## **Sex and Relationships Education Policy**

**Reviewed July 17**

## Contents:

### Statement of intent and Mission Statement

1. [Legislation](#)
2. [Organisation of the programme](#)
3. [Key Stage 1](#)
4. [Key Stage 2](#)
5. [Training of staff](#)
6. [Delivery of the programme](#)
7. [Working with parents](#)
8. [Equal opportunities](#)
9. [Confidentiality](#)
10. [Bullying incidents](#)
11. [Monitoring and review](#)

### Appendices

- a) [Appendix 1 – Letter to parents/guardians](#)
- b) [Appendix 2 – Science National Curriculum](#)

## Statement of intent

Fellgate Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure and safe environment. We hope that they will leave us with confidence, positive memories and a value of their time at Fellgate Primary School.

Our school aims are:

1) To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged:

- To develop their potential as unique individuals.
- To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society.
- To become active and independent participants in the learning process.
- To develop self-motivation and pride in their work.

2) To provide education in line with national legislation and local authority guidelines

3) To plan and deliver a broad and balanced curriculum to enable all our pupils to develop their social, intellectual and physical potential.

4) To provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential.

5) To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

Specific aims of the policy:

At Fellgate Primary School we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

## Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

# Mission Statement

## At Fellgate Primary School:

We are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.

Our school community accepts that each person is an individual with unique needs and aspirations.

We aim to work together to ensure that all can achieve their full potential.

## At Fellgate Primary School:

We **RESPECT** ourselves, others, and our environment.

We believe in **EQUALITY OF OPPORTUNITY** for all school community members.

We promote **ACHIEVEMENT** by providing quality education for all, and continually striving to raise standards.

We **CHALLENGE** ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.

We foster **HONESTY AND FAIRNESS**, with all taking responsibility for their actions.

Signed by:

Headteacher: \_\_\_\_\_

Date:

Chair of Governors: \_\_\_\_\_

Date:

Next review date: May 2018

## 1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- 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

## 2. Organisation of the programme

- 2.1. The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHCE leader (as part of the Social, Moral, Spiritual, Cultural (SMSC) Faculty), in accordance with DfE recommendations.
- 2.2. The majority of the programme will be delivered through Personal, Social, Health, Citizenship and Economic (PSHCE) education, with statutory aspects taught via the science curriculum.
- 2.3. At Key Stage 1 and Key Stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4. 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.

## 3. Key stage 1

Pupils in Year 1 are taught **self-help skills, including personal hygiene:**

- Know about the importance of and how to maintain personal hygiene.
- Biological names for various body parts including penis, vagina, testicles and breasts as well as the different words families may have for these body parts.
- Understand about the process of growing from young to old and how people's needs change.
- Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- Learn the rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety).

**3.1. Pupils in Year 2 are taught about differences (boys and girls):**

- The differences between girls and boys, know the names for the main parts of the body and match the correct body parts to a male and female.
- Talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
- Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

**4. Key Stage 2**

**4.1. Pupils in Year 3 are taught about ways of keeping myself safe:**

- The importance of relationships, focussing on the development of friendships.
- Begin to understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- Learn about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

**4.2. Pupils in Year 4 are taught about growing up:**

- Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

**4.3. Pupils in Year 5 are taught about puberty:**

- Recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- Understand how their body will, and emotions may, change as they approach and move through puberty.
- Emotional well-being during puberty.

**4.4. Pupils in Year 6 are taught about puberty:**

- Understand how their body will, and emotions may, change as they approach and move through puberty.
- Emotional well-being during puberty.

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

## **5. Training of staff**

- 5.1. 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.
- 5.2. 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.

## **6. Delivery of the programme**

- 6.1. 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.
- 6.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 6.4. 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.
- 6.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 6.6. 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.
- 6.7. 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.

- 6.8. 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.
- 6.9. 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.
- 6.10. 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.
- 6.11. 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.
- 6.12. 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.

## **7. Working with parents**

- 7.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 7.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 7.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 7.4. 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.
- 7.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum](#).

## **8. Equal opportunities**

- 8.1. 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.

- 8.2. 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.

## **9. Confidentiality**

- 9.1. 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.
- 9.2. Teachers must, however, alert the Head-teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

## **10. Bullying incidents**

- 10.1. 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.
- 10.2. 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.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed by the Head-teacher, Governors, staff and parents on an annual basis.
- 11.2. Any changes needed to the policy, including changes to the programme, will be implemented by the Head-teacher.
- 11.3. 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/carers,

### **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,

Carol Wilson

Head-teacher

## Appendix 2 – Science national curriculum

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 | <ul style="list-style-type: none"><li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li><li>• To recognise and compare the main external parts of the bodies of humans.</li><li>• That humans and animals can produce offspring, and they grow into adults.</li><li>• To recognise similarities and differences between themselves and others.</li><li>• To treat others with sensitivity.</li></ul> |
| Key stage 2 | <ul style="list-style-type: none"><li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li><li>• About the main stages of the human life cycle.</li></ul>   |
| Key stage 3 | <ul style="list-style-type: none"><li>• That fertilisation in humans is the fusion between the egg and sperm.</li><li>• About the physical and emotional changes that take place during adolescence.</li><li>• How the foetus grows and develops.</li><li>• How the growth and reproduction of bacteria and viruses can affect health.</li></ul>   |
| Key stage 4 | <ul style="list-style-type: none"><li>• The way in which hormonal control occurs, including the effects of sex hormones.</li><li>• The medical uses of some hormones, including the control of fertility.</li><li>• The defence mechanisms of the body.</li><li>• How sex is determined in humans.</li></ul>   |