

Fairfield Primary School

Sex and Relationships Policy (SRE)

Our relationships education policy is based on Sex and Relationship Education Guidance (DfE) . In this document, relationship education is defined as ‘learning about physical, moral and emotional development. It is about 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 sexual health’. Relationship education is part of the personal, social and health education curriculum in our school. While we use relationship education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use relationship education as a means of promoting any form of sexual orientation.

Aims

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

At Fairfield 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.

Relationships

Our Focus is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Key points to be covered:

- Families and people who care for me
- Caring friendships
- Bullying
- Safe Relationships
- Respecting themselves and others

The learning outcomes by the end of primary school are:

Families and people that care for me

Pupils should know:

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. 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
- R3. 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
- R4. 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
- R5. 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
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. 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
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice:

Caring friendships

Pupils should know:

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. 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
- R12. 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
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. 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

Bullying

Pupils should know:

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. 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

R21. about discrimination: what it means and how to challenge it

Keeping Safe

Pupils should know:

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. 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

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. 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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting themselves and others

Pupils should know:

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. 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

R32. about respecting the differences and similarities between people and

recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Teaching Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

At Fairfield we aim to promote pupils' self-control and ability to self-regulate, and strategies for doing so.

Key points to be covered:

- Physical Health
- Mental Health and Wellbeing
- Mindfulness
- Growing and Changing
- Keeping Safe
- Drugs, alcohol and tobacco
- Basic First Aid
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Sex Education

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty starting in Y4) and reproduction in some plants and animals.

Growing up with Yasmine and Tom is an online resource which we will use to easily deliver high-quality relationships education as part of our PSHE programme. Growing up with Yasmine and Tom cover topics including the body, relationships, families, friendship, online and offline safety, and puberty.

Parents will receive prior notification of the year group content at the start of a new school year to enable them to discuss issues with staff or their own children. Materials used in the will be available to parents on request.

Puberty

Puberty is taught in Year 4, 5 and Year 6, in accordance with our curriculum and we ensure children receive appropriate information at these age groups. We may use single sex groups to address particular needs, such as menstruation for girls. We will ensure that sensitive arrangements are made for girls who begin/have started to menstruate. This includes sanitary disposal units and the discreet provision of sanitary products if required. Staff will respond to such requests discreetly.

By the end of KS2 pupils should know:

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Teaching Lesbian, Gay, Bisexual and Transgender (LGBT)

At Fairfield, we ensure that all of our teaching in relation to wider relationships issues (LGBT) is sensitive and age appropriate in approach and content. As a school, we do not simply deal with this aspect of relationship solely as a standalone topic. We acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. If questions or concerns arise, staff will integrate these into their teaching with sensitivity and professionalism. If we encounter examples of homophobic language or attitudes they will be challenged. Incidents of homophobic bullying will be dealt with according to our anti-bullying policy.

The Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The Head teacher can grant a request to withdraw a child from any sex education other than as part of the science curriculum. Although the request will be granted, the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be discussed with the child's parents beforehand and be documented. If a child is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. However, there is no right to withdraw from Relationships Education or Health Education.

Parents will receive prior notification of the SRE programme to enable them to discuss any issues with staff or their own children. Any of the materials used to aid the teaching of SRE will be available to parents on request.

Child Protection

Teachers need to be aware that effective PSHE education may lead to a disclosure of a child protection issue. If this occurs, teachers will report all concerns to the designated safeguarding lead in line with the LA procedures for child protection. A member of staff cannot promise confidentiality to the child if a concern arises and this should be made clear to the child.

Assessment and Recording

Teachers assess work in PSHE by making informal judgements as they observe them during lessons and through discussion. Our assessment system (Foundation Assessment Tracker) has a set of learning outcomes for each year group and children are assessed at the end of each term by their class teacher.

Monitoring and Review

Monitoring is the responsibility of the head teacher, governors and teacher with responsibility for PSHE education. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

This policy will be reviewed every two years.

Other policies are linked with this policy such as:

- PSHE,
- Anti-bullying
- Safeguarding
- E-safety

Person to initiate review: PSHE Co-ordinator

Approved by: Head teacher and Governing Body

Date of last review: 02/09/20

(Reviewed by governors 17/06/21 in light of national news reports about relationships and peer on peer abuse)

