



FULFEN PRIMARY SCHOOL SEX AND RELATIONSHIPS EDUCATION POLICY

September 2017

Review date: September 2019
Consultation with parents: July 2017
Ratified by governors: November 2017

At Fulfen, we consider Sex and Relationship Education to be defined as follows:

“Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” SRE Guidance DfEE 2000.

We believe that all children should receive teaching that supports their development into mature, active citizens. We believe that each child should have the opportunity to learn and to achieve highly. We strive to meet the needs of all children across the spectrum of abilities, regardless of age, gender, sexual orientation, ethnic or social background and taking account of their individual talents and special educational needs. We will provide, in a safe and welcoming setting, Sex and Relationship Education that is challenging, interesting, informative and relevant. Sex and Relationships Education plays a clear role in fulfilling the statutory responsibility all schools have to meet and builds on statutory requirements of the national curriculum for science. The aim of this policy is to ensure that our we offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004).



In addition, as part of safeguarding, schools are required to show how they protect children in a range of aspects including e- safety, bullying, extremist behaviour and child sexual exploitation. Part of our curriculum includes the teaching of how children can keep themselves safe.

The governing body of a maintained school is required to maintain a policy for Sex and Relationships Education by provision in the Education (Terms of Reference) (England) Regulations 2000: SI 2000/2122. This policy for Fulfen Primary School fulfills this statutory requirement, and is owned by the Curriculum Committee.

Sex and Relationship Education (SRE) was introduced in the National Curriculum in 1999. Guidance was provided by the Department for Children, Schools and Families (DCSF) in 2000: DCSF Guidance – Sex and Relationship Education 2000 and this policy has been developed using these guidelines. Under the Learning and Skills Act 2000, Head Teachers and Governors have a statutory responsibility to have regard to such guidance when developing SRE policies, and also to protect pupils from inappropriate teaching materials.

Consultation

The Sex and Relationship Education Policy has a special level of sensitivity, and is one that may be consulted by interested stakeholders, including teaching staff, and parents and guardians of our pupils. When reviewing, revising and updating this policy, the following sources of information and opinion should be consulted:

- Guide to the Law for School Governors – www.governor.net.co.uk
- Head Teacher and Assistant Head Teachers
- Chair of Governors
- Chair of Curriculum Committee
- Updated Department for Education and Government Guidance.
- Parents should be consulted if a major change to this policy is undertaken.

Aims

Our SRE at Fulfen Primary School will:

- generate an atmosphere where children can be comfortable about asking questions about sexuality, sexual relations and reproduction;
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- stress the value of family life (widely defined) and the importance of proper care and nurture;
- answer awkward questions honestly and frankly, whilst reserving the right to refer age-inappropriate questions to parents or guardians;
- raise awareness of how children can protect themselves from a range of aspects including e-safety, bullying, extremist behaviour and child sexual exploitation.
- enable children to understand the danger from strangers and help them to develop strategies to resist such situations;
- help children to understand that they have rights and control over who touches their bodies;
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life;



- provide an acceptable vocabulary for all parts of the male and female bodies and their functions;
- explain the nature of human reproduction using age appropriate language;
- help children understand and communicate about forthcoming pubertal changes;
- provide explanations and reassurances about these physical and emotional changes and help children to adjust to them;
- raise awareness of the value of equal opportunities;
- help children to be aware of the importance of personal hygiene;
- provide a variety of resources appropriate to the age and ability of the child;
- counteract misunderstandings that children may have about sex and relationships.

Moral and Values Framework

SRE is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents/guardians, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of sex education respects religious, moral and cultural viewpoints. We will be neutral to sexual orientation and adopt a non-tolerance policy towards homophobic bullying. The framework for Sex and Relationships Education SRE will be taught through the PSHE (30 mins per week) and Science (1 hour per week) curriculum throughout the school. The school will use the Entrust scheme for Sex and Relationships Education (part of the Entrust PSHE Scheme of Work) as guidance. Teachers can make adaptations to the scheme to reflect the emerging needs of the pupils in their class after consultation with a member of the Senior Leadership Team and/or parents/guardians.

The scheme will cover the following elements:

EYFS and KS1:

Year	Theme	Key concepts	Vocabulary
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist



Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar

KS2:

Year	Theme	Key concepts	Vocabulary
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret



5	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility
6	Me and My Relationships Happy and Healthy Me	Concerns and worries NSPCC – In the Know Internal sexual organs Menstruation Conception Gender stereotypes	Puberty and feelings Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, sexual intercourse, womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries

Right of Withdrawal

After discussion with the Head Teacher, parents/guardians have the right to withdraw their children from any or all parts of the school's programme of SRE that go beyond the statutory requirements of the National Curriculum in science. The school will notify parents and guardians before such teaching. If a child is withdrawn from SRE, then alternative arrangements for supervision will have to be made by the parent/guardian.

Parents and guardians are the key figures in helping their children to cope with the emotional and physical aspects of growing up, and also in preparing them for the challenges and responsibilities which sexual maturity brings. We consider that our teaching of SRE is complementary and supportive to the role of parents. In this regard, parents are invited to offer their views about its content and presentation, and are encouraged to review our teaching materials.

Procedures for Monitoring and Evaluation

The School Governors will review the policy every two years, looking especially at recent official documentation, research and comments from parents and guardians.

The teaching programme will be reviewed regularly by the Headteacher and Staff.



For more information about our work on equalities at Fulfen Primary School please contact:

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