



WEST TYNE FEDERATION OF SCHOOLS

Relationships & Sex Education Policy

Our Identity.....

‘God doesn’t want us to be shy with his gifts, but bold and loving and sensible’ 2 Timothy 1:7

Our Vision..... Inspire, Support, Believe, Achieve

Our Mission.....

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life- long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey.

1. Aims

Sex and Relationships Education within Henshaw School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The materials and resources that are used are available on request.

2. Objectives

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Personal, Social and Emotional Health Education (PSHE) is taught from entry into school through to Year 6 as part of a balanced programme of Health Education in general. The objective of SRE is to help and support young people through their physical, emotional and moral development. SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life enabling them to make informed decisions about their health and well-being. (Sex and Relationship Guidance DfE 2000)

3. Delivery

The majority of the SRE programme will be delivered by school staff either through class teachers or a member of staff who is a trained professional. Occasionally, other agencies/ visiting speakers may be invited to input into the programme. All linked agencies will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (Education Act, 1996- they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into school for discussions with the head teacher and teachers responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child within another classroom. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help-lines, websites, leaflets etc.

Sex and Relationship Education will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

Curriculum Content:

Reception and Year 1: The focus will be on children being able to understand the importance of:

- Self-esteem and respect for others
- The concept of growth and change
- Relationships – family, friends; understanding others and respecting difference
- Feelings, bullying
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Years 2,3,4,5 and 6

- Self-esteem and respect for their own and others bodies
- Knowing the correct names for the external parts of the body, including sexual parts
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings, bullying
- Personal hygiene
- Relationships (family, friends, love, marriage)
- New life – growth of human babies in the womb, birth of babies and caring for their needs
- Puberty – body changes in girls and boys using appropriate vocabulary; feelings and emotional change; how changes at puberty effect bodily hygiene
- Conception – process of reproduction and terms used.

4. Staff Development and Training Opportunities

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues delivered by NCC. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Reviewed by governing body: September 2019

Review date: September 2020

Signed by:



(Executive Head Teacher and Chair of Governors)

Appendix 1

PSHE Long Term Plan

	Autumn	Spring	Summer
Reception	<p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Themes Settling in to routines Snack time Circle time Making friends Turn taking and sharing Having confidence to perform in front of an audience</p>	<p>Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Themes Circle time Discussing feelings and emotions Exploring relationship/families</p>	<p>Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Themes Water safety What are we proud of?</p>
Years 1/2	<p>How do we decide how to behave? How can we help? What makes us special? What is bullying? Core theme 2- Relationships Pupils should have the opportunity to learn: R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice</p>	<p>How do we keep safe? How can we be healthy? What is the same and different about us? Core theme 1- Health and Wellbeing Pupils should have the opportunity to learn: H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good</p>	<p>How do we feel? How do we show our feelings? What can we do with money? How can we keep safe in different places? Core theme 3- Living in the wider world Pupils should have the opportunity to learn: L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights</p>

	<p>surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>consequences</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H8. about the process of growing from young to old and how people's needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
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Years 3/4	<p>What are the rules that keep us safe?</p> <p>What can we do about bullying?</p> <p>What is diversity?</p> <p>How can we be a good friend?</p> <p>Core theme 2- Relationships</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p>What jobs would we like to do?</p> <p>How can we keep safe in our local area?</p> <p>What are human rights?</p> <p>Core Theme 3- Living in the Wider world</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights.</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for</p>	<p>How can we eat well?</p> <p>What are we responsible for?</p> <p>How can we describe our feelings?</p> <p>How do we grow and change?</p> <p>Core Theme 1- Health and Wellbeing</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need</p>

	<p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>themselves or for others at risk</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>
Years 5/6	<p>What makes a community?</p> <p>What does discrimination mean?</p> <p>What makes a healthy and happy relationship?</p> <p>Core Theme 2- Relationships</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p>	<p>How can we manage our money?</p> <p>What are human rights?</p> <p>What makes us enterprising?</p> <p>How can we be safe online and using social media?</p> <p>How can money affect us?</p> <p>Core Theme 3- Living in the Wider World</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different</p>	<p>What choices help health?</p> <p>How can we stay healthy?</p> <p>How can we manage risk?</p> <p>Core Theme 1- Health and wellbeing</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide 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</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic</p>

	<p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>emergency aid procedures, where and how to get help</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. The responsible use of mobile phones: safe</p>
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