

Glasllwch Primary School Sex & Relationships Education (SRE) Policy

This policy is a	EAS Template Policy
This policy is	Statutory
Key references	WG Circular 019 / 2020
Staff Area / Subject Leader	Chris Jackson
Link Governor	Stephen Morris
Key Personnel in Policy	Head Teacher, AENCo
Training / Accreditation	N/A
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Aims of Policy:

- To outline the functioning of the curriculum in school.

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Review date	May 2019
Next review date	May 2021
Reviewed by	Policy committee

Sex and Relationships Education (SRE) Policy

SRE

Sex and Relationships Education involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral spiritual, cultural, mental and physical development at school and in the world.

Introduction

This policy has been developed in line with guidance from the Welsh Assembly Government Circular No. 019/2010 (*Sex and Relationships Education in Schools*). Several other documents were also used to support the writing of this policy, including:

- The Sexual Health and Wellbeing in Wales Action Plan, 2010-2015
- Education Act 1996
- The requirements of the *Personal and social education framework for 7 to 19-year-olds*.
- AoLE for Health and Wellbeing

Glasllwch Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS National Quality Award provides schools with a framework for the development of personal development and relationships. The Sexual Health and Wellbeing action plan for Wales 2010 - 2015 highlights the importance of school based SRE and the role that it plays in a child's sexual health development and behaviour.

Links with other Policies and Curriculum Areas

- Personal and social education (PSE)
- Social and emotional aspects of learning (SEAL)
- Confidentiality
- Safe guarding/child protection
- Anti-bullying (including procedures for dealing with homophobic bullying)
- Equality and diversity.
- Review/monitoring

Rationale

The Welsh Assembly Government's seven core aims describe the entitlement of children and young people to access educational and health services. Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being.

Glasllwch Primary School – SRE Policy

Schools are recognised as playing an important role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners need help to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

SRE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up of children. Nevertheless, the Welsh Government recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils come from a variety of family backgrounds. "Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances".

(Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

Glasllwch Primary School is committed to the teaching of Sex and Relationships Education (SRE). It will be taught as part of the Health and Wellbeing Area of Learning and Experience, Personal and Social Education programme (PSE) with areas of overlap into the Science curriculum and some aspects of the Religious Education curriculum.

Aims

At Glasllwch Primary School we aim to develop age appropriate SRE in the context of a broad and balanced curriculum. The school aims to achieve the following outcomes for all pupils.

At the end of the Foundation Phase pupils should be able to:

- value themselves;
- recognise and communicate their feelings;
- form friendships and relationships
- *name the parts of the body in order to distinguish between male and female and*
- *understand the difference between appropriate and inappropriate touch.*

At the end of Key Stage 2 pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth;
- the range of their own and others' feelings and emotions;
- the importance of personal safety and what to do or to whom to go when feeling unsafe;
- *name the parts of the body in order to distinguish between male and female and*
- *understand the difference between appropriate and inappropriate touch.*

Glasllwch Primary School – SRE Policy

The content of the curriculum includes:

- Learning about the Life Cycle.
- Keeping children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children.
- Helping children to understand the information and situations they come across and to put them into a values framework.
- Helping children communicate about matters to do with their bodies and relationships, without embarrassment.
- Providing information on:

Loving relationships

Names for parts of the body

Appropriate and inappropriate touching

Different kinds of families

The process of reproduction

The physical and emotional changes associated with puberty

The development of the baby in the uterus and birth

The needs of babies and the responsibilities of parenthood

- Preparing children for decisions they will make in the future and the experiences they are likely to face
- Helping children to adapt to changes within the family
- Helping children to understand their own feelings and the feelings of others
- Teaching children to respect themselves and other people
- Introducing children to a variety of values/attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs.

The delivery of the SRE programme

The SRE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies such as the school nursing team helps to enrich the delivery of SRE but does not replace SRE within the taught curriculum. Outside agencies are made aware of their role within the delivery of SRE and are provided with a copy of the school's SRE policy.

As part of the SRE programme the children will view a range of interactive DVDs/video clips. These will be watched in a relaxed atmosphere and the pupils will have opportunities to view parts of the video again, if they wish to. The teachers and outside agencies involved (e.g. school nurse) will attempt to deal with questions in a sensitive, open, frank and matter of fact way.

The subject will be dealt with in a sensitive but informative a manner as possible and due attention will be paid to matching teaching to the maturity of the pupils involved. The programme will be carefully structured but spontaneous questions

Glasllwch Primary School – SRE Policy

and issues will be dealt with by the teachers involved giving as much detail as they feel is necessary.

In discussing ground rules, the children will be asked not to discuss the contents of the lessons with younger pupils. Also we will encourage children not to ask personal questions of each other or the staff involved.

Pupils will be encouraged to discuss the lessons with their parents/carers and also parents/carers will be encouraged to instigate discussions about the classes with their children. Before the programmes are seen by the pupils, parents are given reasonable notice that they are about to take place in order to allow parents time to give consent and discuss with their children if necessary. Resources used during the SRE programme are available on request for parents/carers to view and comment on.

The content of the SRE programme

See appendix

Confidentiality

As a general rule, a child's or parent's confidentiality will be maintained by the teacher or member of staff concerned. However, the school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school (i.e. not discussed with other staff). Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Equality Statement

Our school is open to everyone. We will not discriminate in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

Glasllwch Primary School – SRE Policy

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is a further protected characteristic. In a school context it applies to everybody except pupils.

It is important that all parties are aware of equal opportunities for males and females and that race and cultural beliefs are duly considered. All materials used must be carefully checked for this and all visitors and outside agencies must be informed of the school's policies.

Involving learners

Learners have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), to contribute in a meaningful way to the development and review of a sex education policy and SRE programme. Pupil participation, such as the school council and learning squad enables learners to express their views on their needs at different key stages.

Y6 Children who have previously participated in the SRE programme will have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content, resources and delivery of the programme. This feedback will be used to monitor and review the programme regularly.

Continuing professional development

The school will be cognizant of national and local training requirements and guidance.

The school will ensure that the SRE Lead/link governor receives initial training when starting their role and continued professional updates as and when required. The SRE Lead will also take part in professional learning networks to share good practice and will disseminate to all staff.

Working with parents/carers and the wider community

Glasllwch Primary School – SRE Policy

This policy is available to parents/carers via the school website. A paper copy is available from the Head teacher/Health and Wellbeing Lead.

Update SRE meetings are regularly held with parents to ensure their knowledge and understanding of the SRE curriculum.

Exemption from sex education

Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum.

If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

Pupils can therefore be withdrawn by their parents/carers from the parts of the SRE programme that are outside the compulsory elements of sex education contained in the Science National Curriculum.

Any parent/carer wishing to withdraw a pupil from the SRE programme should notify the Head teacher in writing.

The material relating specifically to human reproduction is incorporated into the Year 6 programme and is composed of the relevant aspects of the Science in the National Curriculum for Wales, 2008 orders and the PSE Framework for 7 to 19-year-olds in Wales. Therefore, this course material will be offered to the pupils during the Summer Term of Year 6.

Monitoring and evaluation

The Head teacher, Senior Leadership Team and Health and Wellbeing Lead are responsible for monitoring standards of learning and teaching in SRE. Learners will be asked to contribute to the evaluation of the SRE programme through feedback questionnaires and discussions, which will in turn feed into whole school self-evaluation.

Appendix

Content of SRE programme by year group

Year One

Lesson 1 - keeping clean / basic hygiene

Glasllwch Primary School – SRE Policy

Lesson 2 - growing and changing / differences > penis and vagina introduced

Lesson 3 - different types of family / who can help us

Year Two

Lesson 1 - similarities and differences between boys and girls / gender stereotypes

Lesson 2 - differences between male and female animals, boys and girls / male and female needed to create new life

Lesson 3 - physical differences between males and females / focus on sexual difference

Year Three

Lesson 1 - similarities and differences between males and females / use agreed words for body parts

Lesson 2 - personal space / unwanted touch / right to say what you like or dislike

Lesson 3 - different types of family / who to turn to for support

Year Four

Lesson 1 - human lifecycle / body changes as a child grows up

Lesson 2 - basic facts about puberty, reproduction and pregnancy

Lesson 3 - physical and emotional changes during puberty / puberty is different for everyone

Year Five

Lesson 1 - explore the emotional and physical changes that occur during puberty / ask questions about puberty

Lesson 2 - puberty changes in detail / how to manage physical and emotional changes

Glasllwch Primary School – SRE Policy

Lesson 3 - impact of puberty on the body / personal hygiene / getting support during puberty

Year Six

Lesson 1 - body changes in preparation for reproduction / talk about puberty with confidence

Lesson 2 - reproduction in the context of relationships / different types of adult relationship / how babies are made

Lesson 3 - conception and pregnancy / decisions that need to be made before having a baby / basic facts about conception and pregnancy / IVF, sperm donors, fostering and adoption