

## SEX AND RELATIONSHIPS EDUCATION POLICY

**School:** Builth Wells County Primary School

**Policy Date:** February 2017

**Staff Responsible:** Mr. Gareth Cornelius

**Review Date:** June 2018

We aim to provide a warm, caring and supportive atmosphere in which children feel confident, secure and happy. This policy has been designed to support this philosophy.

### **Policy Formation and Consultation Process**

**The people involved:** Headteacher and Governing Body

**References:** WG Guidance Document 019/2010 'Sex and Relationships Education in Schools' and 158/2015 'Keeping Learners Safe'.

**Consultation:** Karen Lynch (School Nurse), Aimee Powell (Governor) and Parents.

### **What are the legal requirements for maintained schools?**

- Governing bodies of all schools must make and keep up-to-date, a written statement of their policy with regard to the provision of sex education. The policy must also include a statement about parents' rights to withdraw their child from sex education.
- Where sex education is provided, headteachers and governing bodies must have regard to this Welsh Assembly Government guidance.
- Primary schools must provide sex education as contained within the national curriculum in Wales, for example in the science subject order. However, there is no requirement for primary schools to provide sex education as part of the basic curriculum. It is for individual school governing bodies, in consultation with parents/carers, to determine how best to approach sex education, in accordance with learners' needs and the character and ethos of the school.

### **Why teach sex and relationships education?**

SRE helps learners to move with confidence from childhood through adolescence into adulthood. There are clear opportunities to teach SRE within the curriculum. It is mainly delivered through the *Personal and social education framework for 7 to 19-year-olds in Wales*.

### **Aims of Teaching SRE:**

Our aims are to help learners:

- develop positive attitudes and values that influence the way they behave
- develop the skills needed to make responsible and well-informed decisions about sexual health and well-being
- gain respect for themselves and others
- appreciate diversity within sexual orientation and celebrate difference
- build successful relationships
- appreciate the importance of stable and loving personal

- relationships
- understand the physical and emotional aspects of sex, sexuality and sexual health and well-being
- understand the laws relating to sexual behaviour
- know how to get appropriate advice on sexual health and well-being.

### **Our SRE Framework**

Our SRE programme is designed to enable learners to understand the importance of a stable, secure and loving environment for family life. We teach the nature of marriage and its importance to family life and the bringing up of children. In a diverse society, learners will come from a variety of backgrounds and we recognise that there are committed and mutually supportive stable relationships outside of marriage. We aim to be sensitive and respect differences, ensuring that there is no stigmatisation of children and young people based on their home circumstances.

We provide sex education as contained within the national curriculum in Wales, for example in the science subject order and in the P.S.E Framework.

We have a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships. This assists us in providing effective support for the ongoing emotional and physical development of learners.

#### *The Foundation Phase*

Education about relationships for 3 to 7-year-olds should focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships.

#### *Key Stage 2*

SRE should help 7 to 11-year-olds to 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.

We offer parents/carers support in talking to their children about sex and relationships and how to link this with what is being taught at school

We have clear parameters on what learners should be taught before moving to secondary school.

We communicate with associated secondary schools to ensure that there is consistency of approach and appropriate progression in SRE between schools.

## **Our Approach to Delivering the SRE programme**

We aim to ensure:

- delivery within a clear and explicit values framework of mutual respect, rights, responsibilities, gender equality and acceptance of diversity
- an emphasis on skills development with participatory teaching methods that promote communication and interpersonal skills
- age-appropriate activities that engage both boys and girls, build on previous learning and experience, and address social, peer and media influences
- partnership between learners, school, and parents/carers.

We establish **ground rules** to ensure children know that we have clear parameters regarding what is appropriate and inappropriate in a whole class setting. In turn this helps to create a balance between learners feeling respected and safe, and protecting individual privacy.

Examples include:

- everyone will be treated with respect
- any questions must be appropriate to the learning environment
- we (teacher or learner) will avoid sharing personal information
- we will all challenge prejudice consistently and we will all respect diversity
- we will use the proper words for body parts and sexual activity.
- if the learner needs further support, the teacher can refer the learner to an appropriate person such as their parent/carer, a school counsellor, school nurse, or an outside agency or service.

If a teacher does not know the answer to a question, they will acknowledge this and they research the question later.

Teachers will always protect learners' privacy by depersonalising discussions.

If a question feels 'too old' for a learner, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher will acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class.

## **Safeguarding and Child Protection**

This policy is designed to ensure:

- reasonable measures are taken to minimise risks of harm to children's welfare
- appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

All concerns of a Child Protection nature will be reported to the Person with Responsibility for CP in the school (Mrs Cath Rogers).

The Headteacher will ensure that only staff with an up to date DBS check be allowed to assist with the delivery of SRE.

This policy should be read in conjunction with the school's 'Safeguarding', 'Anti-Bullying', 'Internet Safety' and 'Equality' policies.

### **Equal Opportunities**

There is equality of access to the full curriculum for all pupils irrespective of gender, race, prior attainments or physical ability.

### **Organisation**

Mr Cornelius will act as coordinator responsible for planning and delivery.

FP Teachers will teach the Foundation Phase element.

KS2 teachers will deliver the KS2 element to Year 5/6, and the Y6 teachers will deliver the human reproduction element to Y6 only, with support from School Nurse.

### **Methodology**

After consultation with the school nurse and governors we have agreed to follow the programme called "SENSE", a pack developed by 'Health Promotion Wales' and given freely to all Powys Schools. The series covers the requirements of the National Curriculum Science relating to reproduction and the stages of the human life cycle. It also touches on relationships and emotions. Karen Lynch (school nurse) will be on hand to discuss issues arising from the programmes about growing up and body changes and will then return to school to help present the sex education element to Year 6 pupils at the end of the Summer Term. She will be available to discuss issues arising from the programme and there will also be an opportunity at this point to separate the gender groups.

Parents are welcome to visit school to view the videos and/or programme notes if they so wish. They may also view the current school policy.

### **Working with parents**

Parents have the right to require the exclusion of their children from all or part of the

Sex Education curriculum other than those elements which form part of the National Curriculum; parents do not have to explain why they wish to exclude their children, or how or if they will provide for this part of their children's education.

The school will provide for the supervision of children whose parents withdraw them from sex education during the excluded periods, and be aware that the exclusion will remain in place until the parents revoke it.

### **Dissemination of the policy**

All staff and governors will receive a copy of the policy.

Parents will be made aware of the presence of the policy by letter in Year 5/6.

It is available to all via the school website.

### **Policy monitoring and evaluation**

The governing body will review the policy in the summer of 2018. The coordinator and school nurse will consider amending the policy in the light of any feedback from children and parents before this date.

G. Cornelius, February 2017.