



*Building Skills for Life – Meithrin Sgiliau Bywyd*

**Ysgol Gymunedol Llangynidr  
Llangynidr Community Primary School**

**Sex Education and Relationships Policy**

Revised: October 2014

Agreed by Staff: October 2014

Adopted by Governors: October 2014

Review Date: October 2016

## **Sex Education and Relationships Education Policy:**

### **1. Introduction:**

This policy addresses the legal requirements re. Sex Education for schools contained in Education Act 1996 and the Equalities Act 2010. Our previous policy and has been revised to take account of the following national strategies and Welsh Assembly Government guidance:

- Sexual Health and Wellbeing Action Plan, 2010 -2015
- Sex and Relationships Education in Schools Guidance WAG circular 019/2010

### **Links with other policies**

This policy should not be seen in isolation as it has clear links with the following school policies:

- Personal and Social Development, Well-Being and Cultural Diversity Policy (PSDWCD)
- Safe Guarding/Child Protection
- Anti-Bullying
- Strategic Equality Plan

### **Rationale**

Llangynidr Primary School aims to provide a broad and balanced curriculum which promotes the holistic development of all learners and gives them the best possible basis for their future growth and development.

The governors and staff of our school believe that personal and social development is an essential element in a balanced and holistic education.

We recognise that we live in a diverse society and learners will come from a variety of family backgrounds. Our SRE programme will aim to be sensitive and respect differences whilst enabling learners to understand the importance of a stable, secure and loving environment for family life.

We believe that sex education does not stand as a subject on its own, but as part of the integrated curriculum. In common with all aspects of a child's education, sex education is on-going and is taught as and when appropriate. We believe that an age appropriate well planned SRE programme which starts in the Foundation Phase will equip learners with the skills and knowledge to make safe and responsible choices as they grow up.

We believe that children's questions should be answered in a frank, honest and sensitive manner, and that, as in other curriculum areas, the class teacher is best placed to decide at what level discussion should be aimed for each class, group or individual child.

Work in school draws on the child's experience and understanding of his or her own environment, taking them from what is known to what is unknown. Hopefully our children come from loving and caring home backgrounds, and it is from this base that we discuss and teach about human relationships. Teachers are aware of how to support children who may not come from a loving stable background.

During Year 6, children are introduced to a more formal approach to Sex Education.

## **2. What values underpin SRE?**

The core values that underpin SRE, and that reflect the values of our school community include:

- the importance of stable, loving relationships
- mutual respect
- rights
- responsibilities
- gender equality
- acceptance of diversity
- violence and coercion in relationships are never acceptable

## **3. SRE and the needs of all learners**

We will ensure that our SRE programmes meet the needs of all learners- boys and girls, pupils with additional learning needs and learners from different religious and cultural backgrounds.

## **4. Aims:**

Our imaginative learning projects will aim to lay the foundations for learners to develop their confidence and self esteem, form positive relationships and feel comfortable in their bodies. We aim to help our learners to begin to:

- develop their self esteem, their personal beliefs and their values
- express and communicate their feelings and ideas
- develop an understanding of how their bodies work and how to keep them safe and healthy
- develop the skills needed to make healthy choices
- show respect for themselves and others
- appreciate diversity and celebrate difference
- form friendships and value family and friends
- recognise the difference between appropriate and inappropriate touching and behaviour
- develop the skills to ask for help and support when needed
- promote the spiritual, moral, social, cultural, mental and physical development of children at the school
- prepare children for the opportunities, responsibilities and experiences of adult life.

## **5. Objectives:**

The sex education programme will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- include the development of communication and social skills
- encourage the exploration and clarification of values and attitudes

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for your own actions
- responsibility for your family, friends, school and wider community

## **6. Organisation of sex education:**

### **Delivery:**

Many aspects of sex education arise informally and may be developed through the use of story time; circle time; PSE sessions; addressed occasionally in Assembly time and through occasional visits from the School Nurse.

The work carried out in KS2 will give learners the opportunities to focus on health matters, relationships, health and hygiene and changes to their body which will be incorporated into the PSE framework and the science curriculum.

During Year 6, children will have a series of lessons which focus on puberty, relationships and sex education which is delivered by the class teacher and school nurse.

The sex education programme has been carefully designed to develop children's understanding of life process, growth and reproduction. Emphasis is placed on the changes that will affect them as they enter puberty and the need to resist unwanted peer pressure.

### **Teaching Methods:**

As much of sex and relationships education is covered when and where appropriate and questions are dealt with as they arise, most of this subject is taught with both boys and girls together. Opportunities are there for single sex discussions as and when necessary.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. The School Nurse provides opportunity for individuals to make contact with her.

All staff are responsible for dealing with questions in an appropriate manner, as and when they arise.

### **Working with Parents:**

Parents are notified when the more formal sessions of Sex Education are going to take place and are welcome to discuss aspects with the teacher. They have the right to withdraw their children from the Sex Education Programme.

During Year 6, we send a letter to parents outlining the content of the sex education programme, asking them to contact the class teacher or Head teacher if they have any concerns or queries.

**Confidentiality:**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if a member of staff hears or sees something which suggests a learner is at risk of serious harm or causing serious harm to others they will alert the designated member of staff ([Mrs K Jenkins](#) or [Mrs S Shepherdson](#)) responsible for Safeguarding and Child Protection procedures.

In such cases, the member of staff should not promise confidentiality (see Child Protection Policy).

Teachers will discourage learners from sharing inappropriate personal or family information in a class setting.

**Signed:** \_\_\_\_\_ **Chair of Governors**

**Signed:** \_\_\_\_\_ **Head teacher**

**Date:   October 2014**

**To be reviewed on:   October 2016**