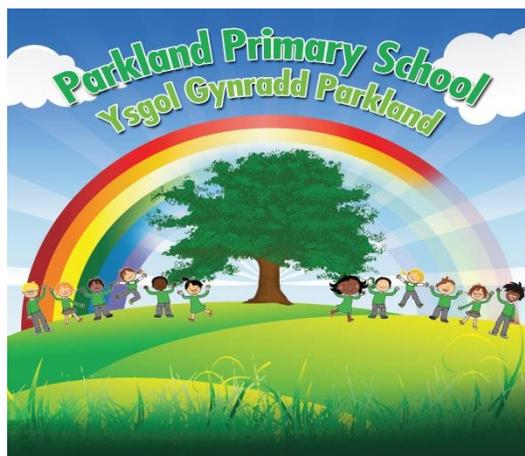


Parkland Primary School



Sex and Relationships Education Policy

"Together we strive"

"Ffynnu gyda'n gilydd"

Parkland Primary School
Sketty Park Drive
Swansea
SA2 8NG
01792 205462
e-mail: parkland.school@swansea-edunet.gov.uk
Website Address: www.parkland.swansea.sch.uk

Date Adopted & Ratified	Committee Type	Policy Type
27/2/2018 HA/RL	Outcomes 27/02/2018 EM	Statutory

SEX AND RELATIONSHIPS EDUCATION POLICY

Links to the United Nations Convention on the Rights of the Child:

- **Article 6**

All children have a right to life. Governments should ensure that children survive and develop healthily.

- **Article 12**

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

- **Article 13:**

Children have the right to get and share information as long as information is not damaging to them or others.

- **Article 14**

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

- **Article 28**

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

- **Article 29**

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

- **Article 36**

Children should be protected from any activities that could harm their development.

Vision:

Children should value themselves, recognise and communicate their feelings, understand physical and emotional changes and form friendships relationships.

Subject Aims

Children learn about sexuality and relationships long before they start school. As soon as they enter the social world they will be interacting with complex and often contradictory messages about gender, sexuality and relationships, from advertising, books, social media and from family members, and peers and communities. Parkland aims to address this 'hidden curriculum' and deal with misconceptions and misinformation. Parkland aims to provide an atmosphere which, 'supports open and responsible discussion of relationships and sexual health and well-being...' (Sex and relationships in schools, 2017).

Sex and Relationships Education Policy

Sex and Relationships Education

Personal and Social Education (PSE) and SRE are central in developing the whole person within a framework of moral values. By providing a holistic, high quality inclusive SRE we are providing a range of positive and protective outcomes for children.

We aim to enable our children to:

- Develop self knowledge, self esteem and confidence.
- Become self reliant, self respecting and responsible adults
- Help challenge gender and sexual stereotypes, and advance awareness of sex, gender and sexual equality.
- Develop a personal moral code sensitive to the needs of others
- Promote equality of opportunity and respect for all men and women irrespective of race and gender.
- To support children in understanding the physical development of their bodies as they grow into adults;
- To develop an understanding of the importance of family life;

These are aims which are fundamental to the development of this sex education policy. It is important that Sex and Relationships Education (SRE) is integrated into a cross curricular programme with continuity from the Primary phase onwards in order to recognise the gradual process of sexual maturation as well as being taught as a discrete subject. Care needs to be taken to match any sex education with the maturity of pupils. .

Links to National Drives:

A Living SRE Curriculum

A living SRE Curriculum is a relevant, needs-led curriculum that recognises, connects to and builds upon children and young people's own learning experience. Current drivers recognise the increasing need for SRE to be embedded in the UNCRC, and enable children to build their knowledge, understanding and skills of how to recognise and seek advice in relation to discrimination, abuse and violence.

Curriculum Planning

Contributions to PSE are made throughout the National Curriculum (2008) and SRE skills and range are planned for in the following documents:

- The PSE Curriculum map: includes the areas of learning or topics that each year group are responsible for.
- The subject overview: indicate the subject skills that need to be learnt in each year group. This ensures continuity and progression across the school and allows teachers opportunities to differentiate for learners within their class. The subject skills are also linked to the Literacy and Numeracy Framework (LNF) to once again ensure coverage.
- The Termly Overview: outlines when the subject skills and range are covered.
- Short term plan: completed weekly and includes when subject skills are taught, in what lessons and how they will be taught. Opportunities for differentiation are also

Sex and Relationships Education Policy

outlined. Teachers evaluate their short term plans regularly and assess pupils' learning.

At Parkland Primary School SRE is integrated into a number of curriculum areas and provision that the school offers- we use a holistic approach. For example this may include regular use of; Circle Time, P4C or a series of specific lessons on Sex and Relationships Education. When appropriate pupils from the STF are included in mainstream lessons when learners learn and develop such skills and understanding as:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- 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 an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Recognise life processes common to humans include nutrition, growth and reproduction
- Understand the main stages of the human life cycle
- Learn names, positions, functions and relative size of a human's main organs
- Understand the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- Identify how to distinguish between appropriate and inappropriate touching

Sex Education is usually delivered to mixed sex groups, though occasionally pupils may be taught in single sex groups. Specifically, pupils will cover menstruation in single sex groups. Teaching pupils in single sex groups allows them to ask questions that they may not have felt able to ask in a mixed sex setting. Where single sex groups are used, both sexes will cover the same topics; no topics are only covered just with girls or just with boys.

Teachers will ensure that ground rules are established or reaffirmed with their class at the start of certain SRE lessons. These may be expressed in different ways with different classes but will cover the following points:

Sex and Relationships Education Policy

- Personal comments or put-downs are not acceptable.
- No-one (pupil, teacher or visitor) has to answer a personal question.
- No-one will be forced to participate in a discussion.
- Only the agreed terminology for body parts will be used (*though some lessons may specifically cover the different words used in society*).
- Meanings of words / phrases will be sensibly and factually explained.

Pupils will be encouraged to ask questions during SRE lessons. Teachers may use an anonymous 'question box' to allow pupils to ask questions without feeling inhibited by asking them in front of their peers.

Sensitivity is always paramount in dealing with pupils' questions and therefore pupils may not receive immediate answers. Teachers are encouraged not to immediately answer questions if they are in any doubt as to how they should answer it. Five alternative approaches, therefore, may be appropriate:

- Teachers may decide that they need time to consider an appropriate or correct answer to a pupil's question and will therefore communicate this to the pupil / class and feed back at a later time. It may be that the teacher does not know the answer to the question but can encourage the pupil / whole class to research the answer.
- Teachers may decide to answer a pupil's question individually at an appropriate time rather than during a whole-class setting – though individual pupils will never be left completely alone with a teacher (another child or adult will always be in the vicinity).
- Teachers may decide not to answer a pupil's question at all for any reason and, if concerned by the question, may decide to discuss it with another member of staff and / or a parent.
- The teacher may decide that it would be more appropriate for the pupil's parents to answer the question, and will therefore communicate this to the pupil and encourage them to discuss their question with a parent.
- Personal questions about pupils or teachers do not have to be answered and this will be communicated to pupils.

Teaching and Learning Styles

Pupils' skills and understanding will be nurtured and developed in a variety of ways. We strive to offer the children a wide variety of activities, presented using a variety of

Sex and Relationships Education Policy

methods, which enable the children to respond in differing ways, in order to account for children's differing learning styles. However, we recognise that how a child will learn can change according to the activity and its requirements, sometimes with each child using more than one style of working throughout an activity, especially if the activity is dynamic and requires dynamic response. For this reason we do not encourage children to use only one style of learning. We do, however, make children aware of the different ways in which they may learn and ensure we provide opportunities for a variety of styles and ways to respond.

Skills across the curriculum

As stated earlier, at Parkland Primary School PSE, and SRE as an aspect of this, is integrated into the curriculum provision. PSE skills are driven by literacy and numeracy skills (as outlined in the LNF) as well as Information Communication Technology and thinking skills, when appropriate. Subject skills have been linked with literacy, numeracy and thinking skills (found within the PSE subject plans) to ensure these drive and guide PSE learning.

Cwricwlwm Cymreig

Our school ensures that children are provided with a wide variety of experiences which develop their knowledge and understanding of our Welsh Heritage and Language, this is done throughout themes and topics, as appropriate, using an integrated approach to learning. Although we teach through the medium of English, the children are taught to speak and write Welsh as an additional language in all classes. We endeavour to use the medium of Welsh throughout the day and in all subjects, where appropriate in order to support the development of bilingual skills.

Bilingualism

Opportunities for bilingualism is planned for and outlined within short term policies and used as and when appropriate.

Assessment

Pupil progress in PSE (within which SRE is integrated) is assessed within the Foundation Phase. This assessment may include:

- Appropriate written/recorded work in relation to knowledge and understanding
- Staff and/or peer observation in relation to skills, attitudes and values
- Self-assessment – especially in relation to attitudes and values
- Use of IEPs
- INCERTS
- Assessment Booklets (for Foundation Phase only)

Pupils progress will also be tracked in KS2. This assessment may include:

- Appropriate written/recorded work in relation to knowledge and understanding
- Staff and/or peer observation in relation to skills, attitudes and values
- Self-assessment – especially in relation to attitudes and values
- Use of IEPs

Feedback and Marking

The school will record the implementation of the SRE skills and the general progress of pupils. This will be found within the PSE 'portfolio of evidence' that visually demonstrates the work our school undertakes to promote the personal and social development of its pupils. This will be continually added to over time, and may include such things as:

- Examples of pupil work
- Pupil self-assessments
- Videos of activities
- Website pages
- Letters to or from school
- Reports to governors

For further information refer to the Feedback and Marking Policy.

Differentiation

Ensuring children can access activities at levels appropriate to their abilities is essential. We also aim to extend and add value to all pupils' learning, through challenge and support. Subject plans allow teachers to differentiate appropriately.

Additional Learning Needs

All pupils with additional needs are included in all school activities as far as is possible and special provision to ensure their inclusion is made if/when required. The school will strive to demonstrate reasonable, efficient and practical measures when considering the allocation of human/material resources for this purpose. All children with additional needs will be included in all the activities of the school and wherever possible or appropriate, to meet their needs within the context of their peer group. Children need to be included with their peers in order to fully access parts of the curriculum. Additional support will be provided for children with a wide range of additional needs wherever possible in order to enable them to maximise the benefits of inclusion with their peers. The school is Dyslexia and Speech and Language Friendly but we strive to meet every child's needs and staff are trained in methods to achieve full access to the curriculum and the full life of the school.

More Able and Talented

We believe that there are pupils at Parkland who are particularly able and/or talented in one or more subjects. It is accepted that on occasion, there may be an 'able child' admitted who will require individual adaptations to the curriculum.

Intervention

This is used across the school, for children of all abilities, to provide extra support when learning about themselves or others. Pupils who require further support attend Positive Play sessions. Such pupils are identified by teachers and these sessions allow pupils to learn new skills in a safe and happy environment.

Equal Opportunities

All children, regardless of colour, class, creed, race, sexuality, gender, religion and / or ability have entitlement to the broad, balanced and relevant curriculum we are proud to offer in Parkland Primary School. There is no place for discrimination in either overt or implied terms. Whilst conscious attitudes to bias and sex stereotyping are easily recognisable, we are vigilant to ensure that it does not exist at the sub-conscious either. We will endeavour to ensure that all children receive equality, we will implement strategies and resources, as much as is reasonably practicable, to ensure that equality is achieved for any child who may not receive it without additional input by the school.

Home School Links

We aim to involve and inform parents about how their children are taught in order that they may support our professional judgement and responsibilities. Developing the notion of partnership in education is a high priority in our school and the actions we take positively contribute to the quality of teaching and learning at Parkland Primary School.

As with all aspects of their child's learning, parents are encouraged to discuss sex and relationships with their child, particularly following specific provision in school. Parents will be informed at the start of the relevant term when their child's class will be covering SRE.

Parents who are in any way concerned about the school's SRE provision are encouraged to discuss this with their child's class teacher in the first instance. Parents are welcome to view the PSE subject plans and any relevant classroom materials used to deliver them.

If pupils are absent from specific SRE lessons, parents will be alerted to this in order alternative provision can be made. The school may be able to offer materials for parents to use at home.

Parents retain the right to withdraw their child from aspects of SRE. A child may be withdrawn from the PSE aspects of SRE, but not from the science aspects. Any parent wishing to exercise this right should contact the Headteacher in writing. Appropriate alternative arrangements will be made for pupils withdrawn from SRE lessons.

Parents will be consulted on any proposed significant changes to the school's SRE provision.

Health and Safety

The health and safety of the children and adults within the school is paramount at all times, throughout all activities undertaken. The school has a comprehensive Health and Safety policy. This outlines procedures we take within school to ensure risks are assessed and managed, whether on site or off. Class teachers undertake risk assessments for all off site activities and ensure that procedures are put into place to manage risks for all activities.

Child Protection & Confidentiality:

Sex and Relationships Education Policy

The school operates a Child Protection Policy that should be read in conjunction with this policy. The issue of pupils' confidentiality and 'secrets' will be covered as part of the school's SRE provision. In the rare case that a pupil discloses that they are sexually active, or contemplating sexual activity, the school will immediately regard this as a child protection issue.

Information Communication Technologies

Incorporating ICT in lessons and learning can often be engaging for children. Inclusion of ICT opportunities are outlined in short term plans and subject plans. Planning these opportunities is important and should aim to motivate pupils, raise standards and improve the impact of teachers' delivery within SRE. We aim to make the best use of our Internet connections to the World Wide Web, as well as other ICT equipment, to support the teaching and learning of subject specific and cross curricula skills. All classrooms have an interactive whiteboard and we lease our computers (all renewed every 3 years) to enable us to maintain high standards.

Responsibilities of the Curriculum Leader

As part of quality assurance monitoring and evaluation occurs as an integral part of the school self evaluation and improvement cycle. Practice, planning, standards and children's views are monitored and actions are implemented. The subject leader leads this process and feeds back to senior management as part of the monitoring and reviewing procedures within school.

Resources

Circle Time by Teresa Blis and Jo Tetley

People Who Help Us: The All Wales School Liaison Core Programme (PSE cupboard)

Sex and Relationships:

P4C picture books and cards (PSE Co-ordinator)

Talk about for Children Developing Self-Awareness and Self -esteem (H&WB co-ordinator)

Appendices:

Policy to be read in conjunction with:

- Personal and Social Education Policy
- Race Equality Policy
- Inclusion Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- EAL Policy
- MAT Policy
- ALN Policy
- RE Policy
- Child Protection Policy
- Health and Wellbeing Policy

Appendix A: Relevant Learning Outcomes for Sex & Relationships Education

Early Years (Nursery and Reception)

Refer to *Desirable Outcomes for Children's Learning before Compulsory School Age* for further information.

By the time they are five, the experiences that children have had should enable them to:

- feel confident and be able to form relationships with other children and with adults
- demonstrate care, respect and affection for other children and adults
- begin to show sensitivity to others and to those with difficulties

Sex and Relationships Education Policy

- begin to take responsibility for personal hygiene (for example, washing hands after using the toilet, before handling food and so on)
- understand that all living things should be treated with care, respect and concern

Key Stages 1 and 2 (Years 1 – 6)

Refer to *PSE Framework* and *National Curriculum Order for Science* for further information.

The table overleaf gives details of the relevant learning outcomes for Key Stages 1 and 2.

Appendix A: Relevant Learning Outcomes for Sex & Relationships Education

Key Stages 1 and 2 (Years 1 – 6)

Refer to *PSE Framework* and *National Curriculum Order for Science* for further information.

	<i>PSE: Attitudes and Values</i>	<i>PSE: Skills</i>	<i>PSE: Knowledge and Understanding</i>	<i>National Curriculum Order for Science</i>
Key Stage 1	<p>PSE provision should enable pupils to:</p> <ul style="list-style-type: none"> • Value friends and families as a source of love and mutual support. • Have respect for their bodies and those of others. • Begin to take responsibility for their actions. • Feel positive about themselves. 	<p>PSE provision should enable pupils to:</p> <ul style="list-style-type: none"> • Recognise and express their feelings. • Make and maintain friendships. • Develop simple safety rules and resist inappropriate touching. • Begin to use ways of resisting unwanted peer pressure. • Practise making informed decisions. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know the names of the parts of the body in order to distinguish between male and female. • Distinguish between appropriate and inappropriate touching. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to name the main external parts ... of the human body • to recognise similarities and differences between themselves and other pupils • to compare the external parts of human bodies with those of other animals • that humans and other animals can produce offspring and these offspring grow into adults.
Key Stage 2	<ul style="list-style-type: none"> • Show care and consideration for others and be sensitive towards their feelings. • Value friends and families as a source 	<ul style="list-style-type: none"> • Empathise with others' experiences and feelings. • Make and maintain friendships and other relationships. 	<ul style="list-style-type: none"> • Understand the physical and emotional changes which take place at puberty. • Know how babies are conceived. 	<ul style="list-style-type: none"> • that there are life processes, including nutrition, movement, growth and reproduction, common to animals, including humans

Sex and Relationships Education Policy

- of love and mutual support.
- Have respect for their bodies and those of others and enjoy and take more responsibility for keeping the body safe and healthy.
- Take increasing responsibility for their actions.
- Feel positive about themselves and be confident in their own values.
- Resist unwanted peer pressure and behaviour.
- Develop decision-making skills.
- Begin to manage different emotions and handle change and new situations.
- Understand how the baby develops in the uterus and is born.
- the main stages of the human life cycle