



Sex and Relationship Education Policy Polisi Addysg Rhyw



Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Headteacher: Mrs C Walsh

Reviewed March 2017

Hendredenny Park Primary School

Sex & Relationship Education

Co-ordinator: Mrs A Walton

Introduction

This policy has been developed in line with 'Sex and relationships education in schools' Welsh Government Circular No. 0019/2010 (September 2010) and the PSE Framework (2008).

In this document, sex and relationship education is defined as '*understanding the importance of stable and loving personal relationships, respect, love, 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 the bringing up of children (Education Act 1996). Nevertheless the National Assembly also recognises that there are strong and mutually supportive stable relationships outside marriage. We live in a diverse community and pupils will 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 young people based on home circumstances.

The Welsh Government recommends that every primary school should provide Sex & Relationship Education using the PSE framework as a basis.

Sex & Relationship Education is part of the Personal Social Education (PSE) curriculum in our school. Most of our PSE curriculum is taught through the Social and Emotional Aspects of Learning programme (SEAL) aimed at developing the social, emotional skills of learners and promote positive behaviour and the SENSE programme produced by the WG (see appendix for a list of the content taught.). We also make use of Caerphilly's SRE Toolkit.

While we use Sex & Relationship Education to inform children about some sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions.

Aims and objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The human lifecycle
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of family life;

- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Inappropriate and appropriate touching which links to next point
- Sex abuse and what they should do if they are worried about any sexual matters

Context

We teach Sex & Relationships Education in the context of the school's aims . While Sex & Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpins all our work in school. In particular, we teach Sex & Relationship Education in the belief that SRE should:

- Be developmental and be appropriate to the age and stage of the child. Common starting levels cannot be assumed
- Be put forward in a factual way and encourage the exploration of facts
- Examine opinions and concepts and encourage appropriately levelled and mature discussion
- Encourage awareness, trust, respect, and responsibility for oneself and others
- Be taught in the context of marriage and family life;
- Be part of a wider social, personal, spiritual and moral education process;

Ground Rules

The following ground rules will guide all SRE content and delivery.

- Biological terms will be used in all SRE lessons. 'Family' names will not be used, in order to avoid confusion.
- Meanings of words will be described in a sensible and factual way.
- Distancing techniques will always be used. Individual people will never be mentioned.
- The teacher will strive to provide active learning strategies, so that SRE is fun and interesting.

- Teachers will not avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- If a teachers is asked a question that is classed as ‘too sensitive’ or ‘too controversial’ for a year group / child, they will tell the child / class that at this stage they do not feel that it is appropriate to discuss this topic.
- Teaching staff will mentally monitor pupil questions and refer any disclosures to the Child Protection Co-ordinator in the school.
- A question box will be available for pupils. The teacher can then ‘choose’ to answer questions on a one-to-one basis or to the whole class.
- Older pupils will be asked not to discuss the content of their SRE lessons with younger children.
- Questions should not be directed at individuals. Nobody should be forced into answering.
- No personal comments or put downs are allowed.

Welsh Network of Healthy Schools Scheme

We participate in the Welsh Network of Healthy Schools Scheme, which promotes positive physical, mental, emotional and social health. We achieved ‘Phase 5’ of this scheme in May 2012 and are currently working towards achieving NQA in May 2014. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Participate in SRE INSET (Mrs Walton has already attended one INSET in Autumn 2015)
- Listen to the views of the children in our school
- Look positively at any local initiatives that support us in providing the best Sex & Relationship Education teaching programme for children.

Organisation

1. We teach sex education through different aspects of the curriculum. While we carry out the main Sex & Relationship Education teaching in our (PSE) curriculum, we also teach some Sex & Relationship Education through other subject areas, e.g. Science, RE and PE, where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and show it is changing and developing.
2. In PSE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body how these work and we explain to them what will happen to their bodies during puberty. For example,

we tell boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. We work closely with our school nurse, Clare Richards, to support this teaching.

3. In PSE lessons, we follow the SEAL programme and Welsh Assembly's interactive CDs lesson plans and interactive video clips, 'SENSE'-Making sense of Growing Up and Keeping Safe' (See appendix for complete list of content)
4. In science lessons in both key stages, teachers inform children about life cycles. For this aspect, we follow the scheme of work for science. In Foundation Phase we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth
5. In Year 6 we place a particular emphasis on the sexual aspect of PSE, as many children experience puberty at this age. We liaise with the school nursing team about suitable teaching materials to use with our children in these lessons, in addition to the school nurse. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development (as stated earlier in this policy).
6. We always inform parents and carers of children in Year 5 and 6 about this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

Equal Opportunities and Racial Equality

Every child regardless of race, creed or gender will have access to a broad and balanced programme of work using a range of resources to reflect the cross section of faiths and cultures in our community.

The Role of Parents

The school is well aware that the primary role in children's Sex & Relationship Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Sex & Relationship Education policy and practice;
- Answer any questions that parents may have about the Sex & Relationship Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex & Relationship Education in the school;

- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to Sex & Relationship Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The Role of other members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Gwent NHS Trust, Local Health Board and Local Public Health Team. The school nurse and other health professionals, give us valuable support with our Sex & Relationship Education programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct Sex & Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

The Role of the Head Teacher

1. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Sex & Relationship Education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
2. The head teacher liaises with external agencies regarding the school Sex & Relationships Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
3. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Withdrawing Pupils' from Lessons

Under the 1993 Education Act pupils can be withdrawn by their parents/guardians from the parts of the Sex & Relationship Education programme that are outside the compulsory elements of sex education contained in the Science National Curriculum.

Any withdrawals will be dealt with in a sensitive way.

The following statement will appear in the next school prospectus, which is given to all new pupils:

Sex & Relationship Education

In Hendredenny Park primary we believe that sex and relationship education (SRE) is an important issue, which will help pupils to understand physical and emotional changes in the human body.

The school regularly reviews its SRE policy and schemes of work, which have to be approved by the head teacher and governing body.

Under the 1993 Education Act, pupils can be withdrawn by their parents/guardians from the parts of the sex education programme that are outside the compulsory elements of sex education contained in the Science National Curriculum.

Any parent wishing to see the SRE policy or schemes of work for pupils in our school can do so by request.

Monitoring and Review

The governing body monitors our Sex & Relationship Education policy on an annual basis. The governing body gives serious consideration to any comments from the parents about Sex & Relationship Education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the Sex & Relationship Education programme that we teach in our school.

Signed: Mrs A Walton Co-ordinator PSE

Mrs C Walsh Head Teacher

Reviewed by GB March 2017

Appendix 1

In Hendredenny Park Primary school we use two main resources to teach PSE and SRE: SENSE and SEAL.

There follows a brief outline of the content of each of these programmes

SENSE-Making sense of Growing Up and Keeping Safe

Key Stage 1

1 Being Healthy

Keeping Fit
Healthy Food
Keeping Clean
Feeling poorly
Growing and Changing
Your Body
Making babies

2 Staying Safe

Playing safely
Being different
Bullying
Computers
Getting Help
Visits from the school nurse

3 Enjoying and Achieving

Games and Ambitions
Feelings
Friendship
Loss and Death

4 Making a Positive contribution

Beginning Yourself
Behaviour
Changes-Developing Confidence
Environment
Joining in

5 Economic Well being

Being a good citizen
Money

Key Stage 2

1 Being Healthy

Puberty
Hygiene
Keeping Fit and Diet
Sex

2 Staying Safe

Communication
Bullying
Internet Safety
Child Protection

3 Enjoying and Achieving

Being yourself
Friendship
Stress and Relaxation
Hobbies

4 Making a Positive Contribution

Behaviour and Truancy
Getting involved at school
Litter and environment
Transitions

5 Economic and Social Well being

Money
Peer Influence
Prejudice and difference

Social and Emotional Aspects of Learning

What is SEAL?

SEAL is designed to help develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. It is about understanding the feelings which can get in the way of our relationships, good behaviour and learning!

There are 7 topics in SEAL and these are repeated each year with new resources for each year group.

The topics are:

New Beginnings

Getting on and Falling out

Say no to Bullying

Going for Goals

Good to be me

Relationships

Changes