



## Melin Primary School

### Sex and Relationships Education (SRE) Policy

#### Introduction

The Foundation Phase Orders and Personal and Social Education (PSE) Framework for 7–19 year-olds in Wales are the key documents which the school uses to review and develop sex and relationships education (SRE) in Melin Primary School. The policy is in accordance with the Welsh Assembly guidance document 'Sex and Relationships Education in Schools' (Circular No. 019/2010). It takes account of the views of learners during PSE lessons, School Council meetings and questionnaires; the views of the Governing Body and parent/carers through meetings and questionnaires.

#### Beliefs and Values

We believe that SRE is lifelong learning about physical, moral and emotional development. It helps learners to move with confidence from childhood through adolescence into adulthood. It is about the teaching of sex, sexuality and sexual health.

We teach SRE in a way that reflects the values of our school community and the importance of a stable, secure and loving environment for family life in loving and caring relationships. We will always be sensitive and respect differences as can be expected within a diverse society, and ensure that there is no stigmatisation of children based on their home circumstances.

While we use sex and relationships education to inform children about 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. We do not use sex education as a means of promoting any form of sexual orientation.

#### Aims and Objectives

The aim of SRE is to help learners develop the skills and knowledge appropriate to their age, understanding and development. It should be relevant and sensitive to their needs. It should help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We teach children how to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships
- access age-appropriate information and support to which they are entitled;



- grow in confidence to be participating members of society and to value themselves and others;
- be confident, especially in their relationships with others;
- develop positive attitudes and values that influence the way they behave;
- build successful relationships;
- appreciate the importance of stable and loving personal relationships;
- prepare for puberty and adulthood;
- respect and care for their bodies;
- develop the skills needed to make responsible and well-informed decisions about sexual health and well-being;
- understand their sexual feelings and behaviour and understand the laws relating to sexual behaviour;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- distinguish between appropriate and inappropriate touching to reduce their vulnerability to abuse and to ensure that they themselves do not act in an abusive way;
- keep themselves safe from the potential risks of the online environment.

While sex 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 underpin all our work in school. In particular, we teach SRE in the belief that it should be taught in the context of marriage and family life, whilst recognising that there are strong and mutually supportive relationships outside marriage. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances. We believe that children should learn how to keep themselves and others safe and understand that trust and respect are important to building positive relationships with others.

### Inclusion

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, or whether a looked after child. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### Planning and Organisation

There are clear opportunities to teach SRE within the curriculum. While we carry out the main sex education teaching in Year 6 as part of our PSE curriculum, some sex education is also delivered through other subject areas such as Science, PE and RE. In Science, children learn about the main stages of the human life cycle.



They also learn about the life processes common to humans and other animals. In RE and PSE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. The National Healthy Schools Scheme looks positively at any local initiatives that support the school in providing the best sex education teaching programme that we can devise, including the school nurse.

### Teaching and Learning

Teaching of SRE is started in the Foundation Phase through the Areas of Learning and further developed through Key Stage Two.

During this phase, children are taught that animals develop at different rates and that animals, including humans, move, feed, grow, use their senses and reproduce. They recognise and compare the main external parts of bodies. They learn about the importance of personal hygiene to maintain good health and personal safety. Children learn to recognise similarities between themselves and others and treat others with sensitivity and respect. They begin to develop skills to form friendships and think about relationships with others. They also begin to recognise the range of human emotions and ways to deal with them.

In Key Stage 2 children begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty. In Years 5 and 6 we place a particular emphasis on health education as many children experience puberty at this stage. We liaise with the Local Health Authority and the School Nurse is invited to work with teachers and children in these lessons. Teachers answer questions with sensitivity and care. By the end of the Key Stage 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 of the children in Year 6.

Pupils will be given guidance as part of their time in upper Key Stage Two on how to obtain specific confidential advice, counselling and, where necessary, treatment through age appropriate NSPCC workshops.

### Parental Involvement

The school is well aware that the primary role in children's sex 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 and relationships policy and practice;



- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy of the arrangements for sex education in the school;
- involve parents in reviewing the school policy and making modifications to it as necessary through questionnaires at key times;
- inform parents about the best practice known with regard to sex education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that through mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents have the right to withdraw their child from all or part of the sex education programme we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard, however many aspects of the lessons are part of the curriculum which is statutory.

### Pupil Involvement

The views of the learners related to SRE will be sought as part of the Nine Term Self Evaluation cycle. It will also be considered to be part of the annual questionnaires which the school gives to pupils regarding 'teaching us to be safe', through evaluations in PSE sessions and through School Council meetings.

### Safeguarding and Child Protection

Sex education lessons are conducted in a sensitive manner and in confidence. Ground rules for discussion excluding personal questioning of staff or pupils are established before discussions begin. 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 deal with it as a matter of urgency.

If the teacher has concerns, they will draw their concerns to the attention of the Headteacher as the Designated Child Protection Officer or in the absence of the Headteacher, the Deputy Designated Child Protection Officer in line with child protection procedures.

The Headteacher will then deal with the matter in consultation with health care professionals and relevant external agencies. (See also Child Protection Policy).



## The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher'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.

The Headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within this framework.

## Monitoring, Evaluating and Review

This policy and standards of teaching and learning in SRE is monitored, evaluated and reviewed in line with the school's Nine Term Monitoring Plan (which includes Governing Body involvement) unless there are changes in Government advice which require it to be revised sooner.

T. Richards  
January 2016

Reviewed TR January 2018

Approved by the Governing Body on .....



Chair of Governors .....