

Sex and Relationship Education Policy

Introduction

We have based our school's sex education policy on the Welsh Government document Sex and Relationship Education (Circular No: 082/2010). Sex education is part of the personal, social education curriculum in our school. While we use 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.

Specifically the outcomes of effective SRE are to help learners:

- develop positive attitudes and values which 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
- 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 wellbeing
- understand the consequences and risks of sexual activity
- recognise the benefits of delaying sexual activity
- understand the laws relating to sexual behaviour
- know how to get appropriate advice on sexual health and well-being

The role of parents

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 cooperation. In promoting this objective we:

- Inform parents about the school's sex education 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 or the arrangements for sex education in the school;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages the 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.
- Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school (section 405 of the Education Act 1996). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to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.

The Sex and Relationships Curriculum in Schools

Based on the Personal and Social Education framework, Health and Emotional well-being and the science curriculum (see PSE & Science scheme of work for further detail). Also the skills and work on values children will be developing through personal and Social Education programmes will be an integral part of SRE. All teaching staff are responsible for their own class with support from the school nurse.

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

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

Sex and relationship education will help 7 to 11 year olds to understand:

- the reasons for the physical and emotional changes which take place at puberty
- 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.

During KS2 learners will be given opportunities to understand the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth. Girls will be prepared for the onset of menstruation and boys will also learn about menstruation.

The Arrangements for delivering SRE in Ysgol Carrog.

SRE will be provided through

- Circle time
- Stories
- National Curriculum subjects
- Through lessons presented by outside agencies (the school nurse)
- Welcoming expectant/new mothers to come and talk to children about the needs of babies.
- Growing up resource produced by Gwynedd Healthy schools
- SENSE DVD
- NSPCC PANTS programme

Good Practise in SRE

Ysgol Carrog is aware that the following elements of good practice and staff will adopt these principles in the delivering of SRE.

- Confident teachers who have suitable training
- Consulting with outside agencies
- Consulting with pupils
- Consulting with parents
- Agreed ground rules with class

Context

Teaching 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 sex education in the belief that:

- Sex education should be taught in the context of marriage and committed loving relationships;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social education (PSE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how that is changing and developing. The sense DVD is used within KS2 class, especially with Year 6 (chapters on 'puberty and hygiene' and 'sex').

In year 6 in PSE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and 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. (A sanitary bin has been placed in the KS2 girl's toilet). We encourage the children to ask for help if they need it.

We liaise with the Local Health Board about suitable teaching materials to use with our children in these lessons. 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 of the children (as stated earlier in this policy).

In science lesson in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In the 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.

From reception, teachers use the correct terminology for body parts. A letter is sent to all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what issues are and how they are taught, and to see the materials the school uses in its teaching.

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 Local Health Board, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on can include local clergy, social workers, youth workers and NSPCC

Confidentiality

Teachers cannot offer confidentiality unconditionally if children disclose that they are being abused or if teachers believe that they are at risk of being abused then they must follow child protection procedures.

Teachers will:

- reassure learners that their best interests will be maintained.
- encourage learners, where possible, to talk to their parents/carers and giving them support to do so
- make sure that learners are informed of sources of confidential help, for example, the school nurse, school counselor or G.P.
- using ground rules in lessons to establish boundaries.

Staff will discuss confidentiality with pupils to ensure that they are aware that teachers will have to pass on certain information –

In discussing ground rules the children will be asked not to discuss the contents of the lessons with younger pupils. Also we will encourage children not to ask personal questions of each other or the teacher and we will tell children that the staff will not answer questions about their personal life.

Sometimes children will volunteer personal information so it is important to agree that if anyone discusses examples from their personal life that no one talks about them outside the classroom.

However, we do not wish to give the idea that sex and relationships are shameful. Children will be encouraged to discuss the lessons with their parents/guardians and also parents/guardians will be encouraged to instigate discussions about the classes with their children.

Answering Questions

Staff will use an anonymous question box to give children the chance to ask questions without feeling exposed and give the teachers' time for consideration before answering.

On rare occasions, a primary age child who is sexually active or is contemplating sexual activity may directly approach a teacher. This is a child protection issue. In such cases, the teacher should always approach the designated member of staff with responsibility for safeguarding and child protection. They will make sensitive arrangements to address the issues in line with locally agreed safeguarding and child protection policies, and ensure that help is provided for the child and family.

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 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.

The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. The governors also have an opportunity to view or inspect any resources used for the teaching of sex education.

Monitoring and review

The Curriculum Committee of the governing body monitors our sex education policy and gives serious consideration to any comments from parents about the sex education programme, and will make a record of any such comments.

This policy can also be found on our school website for parents to read.

Annex A: Sex and relationships education within the school curriculum

Framework for Children's learning for 3 to 7 year olds in Wales

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.

The Foundation Phase curriculum:

- puts the holistic development of the child and their skills at its centre
- fosters positive partnerships with the home
- acknowledges the role of the parent/carer as the child's first educator
- is planned as a progressive framework for 3 to 7 year olds
- consists of Seven Areas of Learning which complement each other.

Area of Learning: Personal and Social Development, Well-Being and Cultural Diversity

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase. This Area of Learning enables children to learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have different needs, abilities, beliefs and views. As their self-identity develops, children begin to express their feelings and to empathise with others. Children begin to understand their own potential and capabilities and they are supported to become confident, competent and independent learners.

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others

- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and show care and consideration
- appreciate what makes a good friend.

Area of Learning: Knowledge and Understanding of the World

Myself and other living things

Children should be given opportunities to:

- learn the names and uses of the main external parts of the human body
- identify the similarities and differences between themselves and other children.

Area of Learning: Physical development

A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. Children should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Health, fitness and safety

Children should be given opportunities to:

- become aware of dangers and safety issues in their environment

Area of Learning: Creative development

Creative movement activities should enable children to make progress in their ability to:

explore and express a range of moods and feelings through a variety of movements

Science in the National Curriculum for Wales

Key Stage 2

Interdependence of organisms

Pupils should be given opportunities to study:

- the names, positions, functions and relative sizes of a human's main organs

Personal and social education framework for 7 – 19 year olds in Wales

Health and emotional well-being

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

Sex and relationships education should be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviour, parenthood and sensitive issues such as abortion need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. Learners should also know where and how to access personal information and support.

Key Stage 2

Learners should be given the opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy.
- feel positive about themselves and be sensitive towards the feelings of others

and to understand:

- the reasons for their physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.

This policy was re-adopted in spring term 2018 and will be reviewed spring term 2021.