



Sex and Relationships Education Policy

1. Introduction

The policy and the scheme of work form part of the school's commitment to PSE and demonstrates our commitment as a Healthy School.

1.1. Process

- The policy and scheme of work were formulated in line with the Education Act (1998), Sex and Relationships education in Schools Guidance Circular No. 019/2010 (2010), Framework for Children's Learning for 3 to 7 year olds in Wales (2008), Personal and Social Education Framework for 7-19 year olds in Wales (2008), Sexual Health and Wellbeing Action Plan for Wales 2010-2015 and the Ceredigion Sexual Health Strategy and Action Plan (2007)
- The PSE/SRE co-ordinator, school nurse, healthy schools co-ordinator, school council, teachers and governors were consulted on the formulation of the current policy
- An audit of the pupils' views with respect to the relationships element of the current scheme of work was carried out in Mynach, Pontrhydfendigaid and Syr John Rhys Schools. These views were taken into account when the revised scheme was formulated and will be sought on a regular basis

1.2 Other policies

All providers of SRE at Mynach, Pontrhydfendigaid and Syr John Rhys Schools are made aware of the school's policies regarding:

- PSE
- Confidentiality
- Safeguarding/child protection
- Anti-bullying (including procedures for dealing with homophobic bullying)
- Substance Misuse
- Equality and diversity
- Religious Education

2. Rationale

Each pupil at Mynach, Pontrhydfendigaid and Syr John Rhys Schools are entitled to receive a broad and balanced curriculum which:

1. provides opportunities for all to learn and achieve;
2. promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life

SRE at Mynach, Pontrhydfendigaid and Syr John Rhys School will be taught within the context of the Foundation Phase and the PSE Framework for Wales and the specific objectives at the school will be to:

‘help and support pupils through their physical, emotional and social development’ (WAG Circular No. 019/2010)

The governors and staff of our school believe that SRE is essential if young people are to make sensible and well informed decisions about their lives and we also endorse that:

‘SRE should enable learners to understand the importance of a stable, secure and loving environment for family life and the nature of marriage and its importance to family life and the bringing up of children’ (WAG Circular No. 019/2010)

3. Aims and outcomes

3.1 Aims

The governors and staff are fully committed to the objectives of SRE outlined above. The broad aims of SRE should be to support pupils to:

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

and to understand the:

- reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- range of their own and others’ feelings and emotions
- importance of personal safety and what to do or to whom to go when feeling unsafe

3.2 Outcomes

The expected outcomes for pupils in Mynach, Pontrhydfendigaid and Syr John Rhys Schools, having received SRE, are that:

1. when developing sexually, children and young people will understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships
2. children and young people will be able to explore their feelings, develop self-awareness, self-respect and self-esteem.

4. Management and Organisation of SRE

4.1 Role of the governing body

The role of the governing body is to:

- determine a SRE policy
- ensure that the school has an up-to-date written SRE policy that is reviewed regularly (every three years)
- consult with parents/carers and the wider community

4.2 Role of the headteacher and senior leaders

The role of the headteacher and senior leaders is to:

- co-ordinate the formulation of the school's SRE policy by involving all relevant stakeholders
- inform all staff and adults involved with the delivery of SRE within the school of the contents of the policy and its implications to them as providers
- assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs
- review the policy and make appropriate changes and amendments at least every three years

4.3 Role of the SRE/PSE co-ordinator

The SRE/PSE co-ordinator will be responsible for:

- formulating a programme of study and liaising with colleagues to ensure provision across the whole of the school
- have clear parameters on what learners should be taught before moving to secondary school
- communicate with associated secondary schools to ensure that there is consistency of approach and appropriate progression in SRE between schools
- monitor and evaluate the scheme of work and the suitability of resources
- liaise with outside agencies and co-ordinate their involvement with SRE programme
- consult with learners re: provision

4.4 Role of external providers/working with the wider community

Delivery of SRE is not the sole responsibility of the school. Therefore, the school recognises the value of involving appropriate outside agencies and visiting speakers within the SRE programme. Input [from outside agencies] will be sought to compliment not substitute or replace the schools delivery of SRE.

Teachers will inform and prepare pupils for the visit of an outside agency/visiting speaker and allow them time to prepare questions prior to this. In addition, teachers will remain in the classroom at all times, as they are responsible for the pupils and pupil management.

Should the school be approached by unknown outside agencies or individuals then advice regarding suitability will be sought.

5. Delivery of the SRE programme

Brief description of how SRE forms part of the school's PSE provision and the contribution made by other curriculum areas to the delivery of SRE. School specific information include:

- *who is responsible for providing the programme e.g. class teacher/form tutor, specially trained staff, health professionals*
- *the make up of teaching groups e.g. mixed gender groups*
- *time allocation*

Guidance on Sensitive Issues

As with other sensitive subjects, teachers should not offer confidentiality to pupils, nor should they be expected to talk about their own personal experiences or lack of them, unless they feel comfortable doing this and it contributes to pupil' learning or to trust between pupils and teacher. Under no circumstances should teachers admit to having done anything illegal however long ago.

The most appropriate statement for your policy is basically the same as recommended for other PSE related policies:

Teachers will answer pupils' questions openly and honestly giving due attention to the maturity and understanding of the pupils concerned. Information arising from discussions cannot be regarded as confidential as teachers may have to act to protect pupils from harm by involving or informing other adults such as parents or the police.

6. Content of the SRE programme

6.1

The following tables provide a breakdown of what pupils should be given the opportunity to understand and learn during the Foundation Phase and Key Stage 2 with regard to SRE.

Foundation Phase:

Personal and Social Development, Well-Being and Cultural Diversity

Personal development	Social development
Become independent in their personal hygiene needs and to be more aware of personal safety	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 be willing to compromise Form relationships and feel confident to play and work cooperatively

Express and communicate different feelings and emotions – their own and those of others	Value friends and families and show care and consideration
Become independent thinkers and learners	<p>Appreciate what makes a good friend</p> <p>Develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity</p> <p>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</p> <p>Treat people from all cultural backgrounds in a respectful and tolerant manner</p> <p>Develop an understanding of the diversity of roles that people play in different groups and communities</p> <p>Begin to question stereotyping.</p>
Moral and Spiritual development	Well-being
Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate	Be aware of their own feelings and develop the ability to express them in an appropriate way
<p>Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex</p> <p>Ask questions about what is important in life from a personal perspective and from the perspective of others.</p>	<p>Understand the relationship between feelings and actions and that other people have feelings</p> <p>Demonstrate care, respect and affection for other children, adults and their environment</p> <p>Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings</p> <p>Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies</p>

Knowledge and Understanding of the World

Myself and other living things
Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
Learn the names and uses of the main external parts of the human body and plants
Identify the similarities and differences between themselves and other children

Key stage 2:

PSE framework SRE	Science SRE
The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth	The names, positions, functions and relative sizes of a human's main organs

The range of their own and other's feelings and emotions	
How to distinguish between appropriate and inappropriate touching	
The importance of personal safety	
What to do or to whom to go when feeling unsafe	

6.2 Resources

The resources used include:

- I am, I know, I can
- SENSE interactive CD: Growing up and Keeping Safe for Key Stage 2
- FPA leaflets

Any further new resources will be carefully reviewed by the SRE/PSE co-ordinator and the senior management team prior to use with pupils

7. Specific sexual health issues

Personal beliefs and attitudes of teachers will not influence the teaching of SRE.

7.1 Language used

We will aim to ensure that appropriate consistent language is used by teachers and health professionals contributing to the SRE programme and that learners are encouraged to use the same terms during lessons.

7.2 Dealing with questions

When teachers are dealing with questions about sex and relationships (which may be of sensitive nature) they will use their professional judgement in providing answers which are appropriate to the age and maturity of the pupil or of other pupils who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers if the child is willing, or check with them that the issue has been dealt with.

7.3 Specific topics

The following issues will be dealt with:

- **Names for parts of the body**

As primary-aged learners are expected to learn the names and uses of the main parts of the human body, it is helpful to clarify the appropriate language that is used in the delivery

of the SRE programme. It is encouraged that biological terms will be used; family names will not be used, in order to avoid confusion

- **Appropriate/inappropriate touching**

An important aspect of SRE is learning about what is acceptable behaviour in different situations. The PSE framework suggests that during Key Stage 2, learners should be given opportunities to understand how to distinguish between appropriate and inappropriate touching. The reasons for this are to reduce children's vulnerability to abuse and to ensure that they themselves do not act in an abusive way. Schools should ensure that pupils:

- know to talk to a trusted adult about any feelings that trouble them
- have access to relevant helpline numbers, websites and organisations

- **Online safety**

As online social networking opportunities increase, children and young people need to know how to use the internet and mobile technology safely and responsibly. Specifically, pupils need to be aware of:

- The potential risks of the online environment
- What to do and to whom to go when feeling unsafe

- **Puberty**

Boys and girls need to be prepared for puberty so that they have the knowledge and confidence to manage the physical and emotional changes. All children need to know about puberty before they experience the onset of physical and emotional changes.

- **Menstruation**

Both boys and girls should learn about menstruation with sensitive and adequate arrangements being made available to help girls cope with menstruation (sanitary protection and suitable disposal facilities).

8. Confidentiality and Child Protection

Teachers and pupils will be informed that some information cannot remain in confidence and this is always the case where to keep confidentiality may risk harm to the pupil or another person. Where a pupil discloses anything which may have a bearing on abuse of a sexual or any other nature, the school's Child Protection procedure must be followed. This will necessarily mean telling other adults. Teachers need to make this clear to pupils in a sensitive way. The simple rule is: never promise confidentiality.

Where child protection is not an issue but information needs to be passed on for the pupil's own good, the teacher concerned will discuss with the pupil first who to tell and what might happen as a result. Wherever possible, pupils will be encouraged to seek help first from their parents.

All teachers should be reminded that they have a duty to follow the All Wales Child Protection Procedures / Ceredigion LEA protocol if there is suspicion that child or young person may have suffered or be at risk of suffering significant harm.

9. Working with parents/guardians/carers

Parents have an important influence and role to play in terms of delivering messages about sex and relationships. Parents are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. As a result, the school sees SRE as a shared responsibility and seeks to keep parents informed about the policy, programme of study and resources. The school welcomes any comments from parents that are aimed at improving the school's provision in this area.

9.1 Parental right to withdraw

Parents/carers have the right to withdraw their child from SRE lessons. The school must be informed in writing by the parents, if they wish to exercise this right

N.B. aspects of SRE appear in the National Curriculum in Wales. Parents cannot withdraw their children from these areas of the curriculum.

10. Monitoring and Evaluation

10.1 Policy

Implementation of this policy will be monitored by the Headteacher and members of the governing body and should be reviewed and up-dated on a regular basis (at least every three years). When the policy is reviewed pupils, parents, staff, governors, health professionals and other outside agencies will be consulted.