



Sex and Relationship Education (SRE) Policy

Introduction

“The objective of sex and relationships education (SRE) in Maesybryn Primary School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is also essential if young people are to make responsible and informed decisions about their lives. A successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should prepare them to develop considered attitudes, values and skills which influence the way they behave.

SRE is about understanding the importance of stable and loving personal relationships, respect, 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. Nevertheless, the National Assembly recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils 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 their home circumstances”.

(Sex and Relationships Education, Circular 019/2010, WAG 2010)

In drawing up the School's policy due regard has been given to:

- consultation with parents, governors, teachers, the school nurse, Welsh Assembly guidance and others in the local community;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

Copies of this policy have been made available to all concerned parties including the LEA, teachers, governors and parents.

Specific Aims

The following aims reflect those of the School and PSHE and show how Sex Education is delivered within the context of a moral framework.

1. To provide a broad and balanced Sex Education Programme which:
 - offers full entitlement and access for all including pupils with Special Needs;
 - operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
2. By exploring moral and sexual issues and values to:
 - a) endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g.
 - an understanding that both sexes have responsibilities in sexual matters;
 - the skills to identify, resist and report any unwanted sexual experience.
 - b) to foster self-esteem, self-awareness and a sense of moral responsibility.

3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - i. the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
 - ii. family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
4. To give pupils an elementary understanding of human reproduction and to approach Sex Education in an active/creative process of enquiry and investigation through projects, discussions, role-play, etc. Observation and analysis are central to this process.

Organisation and teaching of SRE

SRE should not be delivered in isolation. The National Curriculum (science) and the PSE Framework give explicit opportunities for pupils to learn about sex and relationships. In particular, the PSE Framework clearly identifies attitudes, values and skills, as well as a sound knowledge base.

The PSE Framework allows schools to ensure that any SRE is age-appropriate, and tailored to the specific needs of pupils. In early years and in Foundation Phase, there is appropriate emphasis on helping pupils to understand how they develop in early childhood. The focus is on encouraging pupils to value themselves and to develop positive attitudes. Pupils also learn about relationships with peers, friends and family.

In KS2, pupils are taught SRE through topics such as 'myself', 'the family' or 'healthy living'. These topics provide appropriate contexts for pupils to develop their self-esteem and acquire positive values and attitudes towards others. Pupils progressively increase their knowledge and understanding of lifecycles and human reproduction.

The school will use the resource “**Growing Up**” as provided by Healthy Schools officers to all schools in Wales. A copy of the syllabus and examples of pages from the interactive resource are attached.

The programme is taught by class teachers as part of the PSE programme. Lessons are taught as mixed gender sessions, although there times when the local school nurse will take sessions with the girls to discuss specific issues surrounding menstruation.

SRE in the Foundation Phase

Personal and Social Development and Well-being and Cultural Diversity are at the heart of the Foundation Phase. During the Foundation Phase, which applies to children aged between four and seven years, children's skills are developed through participating in experimental learning activities both indoors and outdoors. Children learn about themselves and 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.

During the Foundation Phase children will be given the opportunity to develop the following skills:

Personal development

express and communicate different feelings and emotions – their own and those of others

Social development

be aware and respect the needs of others

form relationships and feel confident to play and work cooperatively

appreciate what makes a good friend

Well-being

value and contribute to their own well-being and the well-being of others

understand the relationship between feelings and actions and that other people have feelings

demonstrate care, respect and affection for other children, adults and the environment

These skills can be developed through involvement in a range of activities that allow them to feel safe and secure and which confirm they are valued and allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

Activities which organisations may wish to employ include:

circle time

stories & puppets

looking after pets

role play

one step at a time

Social and Emotional Aspects of Learning (SEAL)

The Class Moves

Key Stage 2

Table highlighting the key PSE Framework and Science Curriculum statements applying to sex and relationships education (SRE) KS	PSE Framework (SRE)	Science SRE
2	the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth	the names, positions and relative sizes of a human's main organs
	the range of their own and others' feelings and emotions	
	people differ in what they believe is right and wrong	
	how to distinguish between appropriate and inappropriate touching	

Activities which organisations may wish to employ include:

circle time

role play

one step at a time

Social and Emotional Aspects of Learning (SEAL)

The Class Moves

Informing And Involving Parents

The views and participation of parents is vital for the most effective sex education. The School organises a separate evening every year when the Sex Education and drugs programmes are discussed and the relevant resources viewed. In a limited number of cases parents borrow videos to watch at home - this may be for review purposes or simply to watch and discuss them with their child. Parents are fully informed and encouraged to enhance that part of the Sex Education Programme provided by the School by having discussions at home.

Guidance and confidentiality issues

Teachers cannot offer pupils unconditional confidentiality. On the rare occasions when a teacher is directly approached by a child, or suspects abuse, the school's child protection procedures must be followed.

There will also be occasions when it would not be appropriate to answer a pupil's question either individually, in a small group or class. Pupils will be encouraged to talk about any worries and concerns they have to parents/carers. The scope and range of the SRE programme will always be adhered to.

Teachers Cannot

- give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education;
- give personal contraceptive advice to pupils without parental consent. They cannot talk about specific issues that may encourage sexual activity (e.g. masturbation).

Teachers Can

- provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or Brook Advisory Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained. Any such advice must be shared with the parent and Head teacher as a matter of urgency. At all times, staff must remember that sexual intercourse below the age of 13 is illegal and should be treated as a safeguarding issue and addressed as such with a referral to Children's Services.

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In practice this means that teachers have to say 'I'm sorry but the School Policy and legislation does not allow me to answer that question'. The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

Confidentiality

Having considered all available advice and guidance the Governors and Head teacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Head teacher in compliance with the LEA procedures for Child Protection. The Head teacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. Although there

is no legal duty on a teacher, or a Head teacher, to inform parents of matters which a child has confided to them:

- teachers must not promise confidentiality even though they cannot be made to break it once given;
- pupils must be made aware that any incident may be conveyed to the Head teacher and possibly to parents;
- teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

N.B. Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

Withdrawing Pupils From The Sex Education Programme

Parents/carers have the right to withdraw their children from all or part of the SRE programme. However, there is no right of withdrawal from any National Curriculum (science) provision. We at Maesybryn Primary School would always wish to discuss any worries or concerns that parents/carers may have, and would encourage them to talk to the head teacher. All requests to withdraw children must be made in writing to the Chair of Governors at the school.

Relevant sections of this policy are made available to parents in the School prospectus together with details about the parent's right to withdraw their child from the non-biological aspects of sex education. Parents will always be provided with a full copy of this policy following a request to do so. The biological content of the Sex Education Programme is deemed to be that described in the National Curriculum. A full audit of PSHE has shown that issues such as over population, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Sex Education Programme.

N.B. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

What We Do If A Request For Withdrawal Is Made By A Parent?

- we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them;
- we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermining the integrity of the Sex Education Programme and the entitlement of the other pupils
- we attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education;
- we point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme;
- we also point out that pupils may receive inaccurate information from their peers;
- we offer the parents access to appropriate information and resources.

N.B. If the pupil does not agree with the parent's desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Using Visiting Speakers And Others

We believe that most of the Sex Education Programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of sex education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Sex Education policy. After gaining approval from the Head teacher for the visit the organiser makes the visitor aware of the ethos of the School and the manner of delivery of the Sex Education Programme.

Issues to consider are:

- the degree of explicitness of the content and presentation;
- will the visitor be accompanied by teaching staff?
- will the staff take an active role in the visitor's activities?
- how will the visitor be prepared for the visit?
- how will the visit be built upon and followed up?

N.B. The health professionals are able to offer young people confidentiality and can provide a link between the School and support services.

Equal Opportunities Issues and Special Needs

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

Monitoring, Evaluating And Reviewing The Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme. This will be achieved by the methods outlined in the separate policy 'Monitoring, Evaluating and Reviewing the PSHE course'. Specifically important to the Sex Education Programme are:

- pupil feedback;
- staff review and feedback, particularly at staff meetings;
- parental feedback.

The Governor responsible for this policy is the Child Protection Governor (Mrs. Lori Hollard) along with the Head teacher. This policy will be reviewed by the Governing Body after one year and then every three years unless significant changes are required before this date.

Chair of Governors

Head teacher

NOVEMBER 2017