

# Sofrydd Primary School



## Policy for Sex and Relationships Education

### **‘On A Learning Journey Together’**

Article: 13 - Your right to have information

Article: 17- Your right to honest information

Article: 6 - Your right to life and to grow up to be healthy

## **Introduction and rationale**

The objective of sex and relationships education (SRE) in Sofrydd 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.

The Education Act 1996 states that the governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. Schools should also ensure that pupils learn the nature of marriage and its importance for family life and the bringing up of children, and are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned. Schools should also make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any such parent who asks for one.

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 and bringing up of children. Nevertheless, the Welsh 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 and that learners will come from a variety of 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 in Schools, Circular 019/2010, WAG 2010)

Sofrydd School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS national quality award provides schools with a framework for the development of personal development and relationships. The Sexual Health and Wellbeing action plan for Wales 2010 - 2015 highlights the importance of school based SRE and the role that it plays in a child's sexual health development and behaviour.

Sofrydd School's SRE policy has clear links with other school policies including:

Behaviour policy

Anti bullying policy

Child protection policy

Equal opportunities policy

### **Aims**

At Sofrydd School we aim to develop SRE in the context of a broad and balanced curriculum that is integral to the seven areas of learning of the Foundation Phase/PSE framework.

### **Management and Organisation of SRE**

It is the head teacher's and governing body's responsibility to ensure that the SRE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community.

The subject leader will be responsible for identifying any training needs of staff, resources, and keeping up to date with developments in the subject area by attending appropriate inset training. Any areas identified by the subject leader for development, must be acted upon by the head teacher and governing body.

**Delivery of SRE in the Foundation Phase/7-19 year olds** –Seven areas of learning for children aged 3 – 7 years have been identified that supports the development of the child and their skills. Personal and social development, wellbeing and cultural diversity is at the heart of the foundation phase. The Foundation Phase curriculum allows schools to ensure that any SRE is age-appropriate and tailored to the specific needs of pupils.

In the 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 and how to recognise and communicate their feelings.

PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. At Key stage 2 the PSE curriculum will enable learners to understand the physical and emotional changes at puberty and to understand the importance of keeping the mind and body safe and healthy.

Key Stage 3 the PSE curriculum will provide learners with the opportunity to understand the importance of keeping the mind and body safe and healthy along with the features of relationships including marriage. Learners will also be provided with opportunities through the context of relationships to learn about contraception, STIs and HIV.

Key Stage 4 the PSE curriculum will provide learners with the opportunity to accept personal responsibility of keeping the mind and body safe and healthy along with the features of relationships including marriage. Learners will also be provided with opportunities through the context of relationships to learn about contraception, STIs and HIV.

The SRE programme is taught by class teachers as part of the Foundation Phase/7-19 years curricula with input from the school nursing team when appropriate. Involvement of external agencies such as the school nursing team will help to enrich the delivery of SRE. Any outside agency involved in the delivery of SRE will be made aware of and provided with a copy of the school's SRE policy.

### **Content of SRE programme**

*Foundation Phase- Appropriate and inappropriate touch and naming of body parts (age appropriate).*

*Year 3-Differences and similarities between boys and girls.*

*Year 4-Body changes.*

*Year 5-Puberty and hygiene.*

*Year 6- Reproduction.*

### **Working with parents/carers and the wider community**

At Sofrydd School we will work with parents/carers to build positive and supporting relationships in the relation to the teaching of SRE. To promote this, we will:

- Inform parents/carers about contents of the SRE policy, curriculum planning and resources via school newsletters, school prospectus
- Consult with parents/carers about the content of the policy and involve them in the reviewing process
- Discuss any issues that parents may have in relation to this policy or the delivery of SRE

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 Sofrydd 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.

### **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.

**Monitoring and evaluation**

The foundation phase/SRE/PSE curricula will be monitored and evaluated according to school policy. Scrutiny of planning, work samples and lesson observations will help to clarify needs such as resources, staff training, and the delivery of SRE through age-appropriate learning strategies. The subject/team leader will monitor and evaluate the effectiveness of opportunities for the pupil's personal and social development. The subject leader will also identify training needs for relevant staff and dissemination of best practice.

The effectiveness of this policy will be reviewed at the end of the next academic year, when the learning outcomes achieved can be properly evaluated. The effectiveness of the policy will be reported the Governing Body.

Persons Responsible: Menna Penny leader

A handwritten signature in blue ink, appearing to read 'Stand', is written over a horizontal line.

Signed:

Link governor

Date policy agreed:

Date of review: Jan 19