OAKLANDS PRIMARY SCHOOL

Together Everyone Achieves More

Sex and Relationship Education Policy

Date: June 2017

Review Date: June 2019

Head Teacher: **C Wright**	C Wright
Chair of Governors: **H Wagner**	Helen J. Wagner.
Date adopted by Governors	**June 2017**
Planned review date	**June 2019**

OAKLANDS PRIMARY SCHOOL

Policy on Sex and Relationship Education

1. Introduction:

1.1 This policy addresses the legal requirements or Sex education in schools contained in the Education Act and takes into account the implications of the Equalities Act 2010*. This Policy was created in line with guidance from the following documents:*

- Sex and Relationships Education (SRE) in schools in welsh Assembly Government Circular No:019/2010;
- Personal ad Social Education Framework for 7-19 year olds;
- The Framework for Children's Learning for 3-7 year olds in Wales.

1.2 At Oaklands Primary School we aim to provide a broad and balanced curriculum to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is 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.

1.3 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 provided, 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 Government 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 stigmatism of pupils based on their home circumstances.(Sex and Relationships Education in schools, Circular 019/2010, WAG 2010).

1.4 This SRE policy has clear links with other school policies including:
Anti-bullying policy
Safeguarding policy
Equal opportunities policy
Substance Misuse Education and Incident Policy

1.5 This policy has been developed in consultation with *the Senior Management Team (SMT), Staff, Governors and pupils.*

2 Aims:

2.1 Our SRE programmes of study will aim to help learners to move with confidence from childhood through adolescence into adulthood. The broad aims of SRE are to support pupils to:

- Value themselves
- Recognise themselves
- Form friendships and relationships and to understand the reasons for the physical and emotional changes that take palce at puberty, including conception, pregnancy and birth
- 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
- How to distinguish between appropriate and inappropriate touching
- The names, positions, functions and relative sizes of a human's organs

3 <u>Outcomes:</u>

The expected outcomes for pupils in Oaklands Primary School, having received SRE, are that:

3.1 When developing sexually, children and young people will understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships.

3.2 Children and young people will be able to explore their feelings, develop self-awareness

4 <u>Mangement and Organisation of SRE</u>

4.1 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 community.

5 <u>Delivery of SRE</u>

5.1 Sex education is delivered in mixed gender groups wherever possible and through different aspects of the curriculum. While we carry out the main sex education in our personal and social education (PSE) curriculum, we also deliver some sex education through other subject areas including science which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

5.2 Personal and social development, wellbeing and cultural diversity is at the heart of the Foundation Phase. The Foundation Phase curriculum allows our school 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.

5.3 At Key Stage 2 the SRE programme enables learners to understand the physical and emotional changes that take place during puberty, conception, pregnancy and birth and to understand the importance of keeping the mind and the body safe and healthy. In Key Key 2 Science, pupils are given opportunities to study the correct names, positions , Function and relative sizes of a human's organs.

5.4 In Years 5 and 6, we place a particular emphasis on health education, as many children Experience puberty at this age. We liaise with the Local Public Health Team about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all the questions with sensitivity and care. By the end of Key Stage 2, we

ensure that both how boys and girls know about conception, pregnancy and how babies, are born, how children's 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.

5.5 We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

6.0 Resources

6.1 SEAL
Sense: growing up and keeping safe CD
Growing Up (Gwynedd Healthy Schools electronic resource)
Circle Time

7.0 Teaching Sensitive Issues

7.1 Some aspects of the SRE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of SRE and both pupils and teachers will avoid sharing personal information. Distancing technique will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. As part of the SRE programme in *Oaklands* Primary School all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females.

8 The role of parents and carers

8.1 The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents or carers may have about the sex and relationships education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that 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 bodies and their increasing responsibilities.

8.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that 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 in writing which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

9 The role of other members of the community

9.1 Involvement of external agencies such as the school nursing team helps to enrich the delivery of SRE but does not replace SRE within the taught curriculum. Outside agencies are made aware of their role within the delivery of SRE and are provided with a copy of the school's SRE policy.

10 The role of the Head teacher

10.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our SRE 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 SRE effectively, and handle any difficult issues with sensitivity.

10.2 The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

10.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

11 Safe Guarding and Confidentiality

11.1 Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection)

12 Monitoring, Review and Dissemination

12.1The Curriculum Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.

12.2 This policy will be disseminated via the schools website and available upon request. Aspects of this Policy will be replicated in the School Prospectus, shared areas on the school network and staff handbook.

This policy will be reviewed every 2 years and updated in the light of any changes in legislation

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Staff Signature List:

Title of policy: Sex and Relationships Education

I confirm that I have read and understood this policy. I have had the opportunity to ask questions and will ensure that the principles of this policy will be reflected in my practice:

Name of staff member	Job Role:	Date	Signature