

Sex and Relationships Policy



Signed:

Date:

Review Date:

Introduction:-

This policy on Sex and Relationships has been compiled with the consultation of teaching staff, parents and School Governors.

School is taking part in the Healthy Schools Scheme and as part of our work to develop Personal and Social Education we are revising our sex and relationships education at KS1 and 2.

The Welsh Assembly Government recommends that every Primary School Should provide Sex and Relationships Education (SRE) using the Personal and Social Education framework as a basis (S.E.R. in schools 2002).

St. Mary's School has provided SRE programmes at KS2 for many years but in the light of the PSE Framework is looking to extend elements of the KS2 provision and to begin introducing SRE in KS1 to lay foundations and keep children safe physically and emotionally. Sexual health of young children in Wales is a cause for concern and as a school educational programmes can help to prepare children to make sensible decisions later in life.

The Aims of Sex and Relationships Education are to:-

- Equip pupils to be personally and socially aware by providing learning experiences for pupils to develop skills, explore attitudes, values and personal qualities. Acquire and apply appropriate knowledge and understanding within the sexual aspect of their lives at age appropriate key stages.
- Develop pupils' self-esteem and personal responsibility so that they can become adults who can experience fulfilling personal and sexual relationships.
- Prepare pupils for the challenges, choices and responsibilities of their developing sexuality and maturing fertility.
- Empower pupils to participate in their communities as active citizens who take responsibility for their behaviour.
- Foster and encourage positive attitudes and behaviour towards members of the community.

The Consultation process:

The school has consulted with the health agencies (school nurses, health promotion services) and the policy is based on the advice given and the Welsh Assembly Government guidelines. We have consulted with Staff, Governors and Parents to ensure that opportunities are given to consider our plans and express their opinions.

The school will provide children at KS2 an opportunity to evaluate SRE at the end of their programmes and lessons will be revised as necessary.

Parent right to withdraw children:

Parents have the right to withdraw their children from the whole or part, of SRE programmes provided in school with the exception of the elements which are part of the National Curriculum.

If parents are concerned we ask that they contact the headteacher or class teacher to discuss their concerns.

We are aware that the children will talk to each other and the potential exists for a child who is withdrawn to learn about these matters 'second hand' from the rest of the class. Arrangement for withdrawal are included in the school handbook.

The Sex and relationship Education curriculum in school.

S.R.E. will be based on the Personal and Social, Knowledge and Understanding Development, Religious Education and Science Curriculum.

It will:

- *Be developmental and appropriate to the stage of the child's development.
- *Put forward factual knowledge and encourage exploration of facts.
- *Be taught using a variety of approaches.
- *Encourage the development of personal and interpersonal skills.
- *Encourage awareness and respect of self and others

The purpose and aims of Sex and Relationships Education in the Primary School

- learn about the life cycle
- to keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
- to help children to understand the information and situations they come across and to put them in a values framework
- to help children to communicate about matters to do with their bodies and relationships without embarrassment
- to provide information on:
 - loving relationships
 - names for parts of the body
 - appropriate and inappropriate touching
 - different kinds of families
 - the process of reproduction
 - the physical and emotional changes associated with puberty
 - the development of the baby in the uterus and the birth
 - the needs of babies and the responsibilities of parenthood
- to prepare children for decisions they will make in the future and the experiences they are likely to face
- to help children to adapt to changes within the family
- to help children to understand their own feelings and the feelings of others
- to teach children to respect themselves and other people
- to begin to introduce children to a variety of values/attitudes regarding sex and relationships in order to help them to develop their own oral code and to show tolerance to those who come from different backgrounds and have different beliefs

Relationships with the Personal and Social Education Framework Key Stage 1 Sexual Aspect.

Knowledge and Understanding

- Know the names of the parts of the body in order to distinguish between male and female
- Distinguish between appropriate and inappropriate touching

Attitudes and Values

- Have respect for their bodies and those of others
- Value friends and families as a source of mutual love and support
- Feel positive about themselves
- Recognise and respect cultural differences

Skills

- Make and maintain friends
- Develop simple safety rules and resist inappropriate touching
- Recognise and express their own feelings

Science Curriculum

- Name the main external parts of the human body
- Recognise similarities and differences between themselves and other pupils
- Compare the external parts of human bodies with those of other animals
- Humans and other animals can produce offspring and these offspring grow into adults

Relationships with Personal and Social Education Framework

Key Stage 2 Sexual Aspect

Knowledge and Understanding

- Understand the physical and emotional changes which take place at puberty.
- Know how babies are conceived.
- Understand how babies develop in the uterus and are born.

Attitudes and Values

- Respect others and their property, value their achievements and their uniqueness and the importance of equal opportunities
- Respect their own and other people's bodies and enjoy and take more responsibility over keeping their own bodies safe and healthy
- Feel positive about themselves and be confident in their own values
- Value friends and family as a source of mutual love and support
- Value and celebrate cultural differences and diversity

Skills

- Make and maintain friendships and other relationships
- Work co-operatively to tackle problems
- Develop decision making skills
- Begin to manage different emotions and dealing with change and with new situations
- Resist unwanted peer pressure and behaviour

Science Curriculum

- The body needs different foods for activity and for growth
- The main stages of the human life cycle

The arrangements for delivering Sex and Relationships Education in school:-

Sex and Relationships Education will be provided through:

- Circle Time
- Stories
- National Curriculum subjects
- Through lessons presented by outside agencies (the school nurse)
- Welcoming expectant/new mums to come and talk to the children about the need of babies

Good practice in SRE

The school is aware of the following list as elements of good practice and staff will adopt these principles in the delivery of Sex and Relationships Education.

- Confident teachers who have had suitable training
- Consulting with pupils
- Consulting with parents
- Agree ground rules with pupils
- Using distancing techniques
- Informal teaching techniques
- Group work
- Co-ordinated inputs from school nurse and others
- Girls and boys learning together but giving opportunities for some single sex work i.e. group work session with school nurse on menstruation in year 5
- Creating partnerships with outside agencies
- Ensuring that teacher's personal views don't influence programmes
- Clear guidelines on the boundaries of confidentiality
- A question box
- Guidelines pertaining to the use of outside agencies and visitors contribution to SRE in schools

The school will ensure that any professional agencies are able to support our Sex and Relationship Education.

The school will ensure that any professional agencies and contributors from the school community are aware of the school policy and agree to abide by it.

- The school staff will discuss any contributions before outside agencies make their presentations to ensure that they are appropriate and coincides with the ethos of the school

- Confidentiality – visitors should be made aware of the boundaries to confidentiality (see the following section).

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 the child protection procedures.

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 the children that staff won't 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.

We do not wish to give the idea that sex and relationships are shameful. Children will be encouraged to discuss the content of the lessons with their parents/carers.

Answering questions

- Staff will attempt to answer the children's general questions honestly giving consideration to the age and maturity of the child.
- Staff will use an anonymous question box to give children the chance to ask questions without feeling exposed and to give the teacher time for consideration before answering.
- If a child asks a question about values the teacher will refer the child to their parents and try to avoid giving their own personal view.
- If staff feel they are unable to answer any questions in a manner suitable to the age of the child they will encourage the child to discuss the matter with their parents.

Links with other Policies and Curriculum areas.

Personal and Social Development – P.S.H.E.

Spiritual and Moral (R.E.)

Science – knowledge and understanding of the world

Class Moves

Child Protection