



## **Sex and Relationships Education Policy**

### **The Purpose and Aims of SRE in the Primary School**

The purpose of SRE is to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is also essential if children and young people are to make responsible and well 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.

In accordance with Welsh Assembly guidance the school has a graduated Sex and Relationship Education (SRE) programme tailored to the age and the physical maturity of our pupils. SRE in the school is delivered using the Framework for Children’ Learning for 3 to 7-year-olds and the Personal and Social Education (PSE) Framework for 7 to 19-year-olds as a basis for provision.

It is about:

- Helping children understand the importance of stable and loving relationships, respect, love and care.
- Helping children to understand the information and situations they come across and to put them in a values framework.
- Helping children to communicate about matters to do with their bodies and relationships without embarrassment.
- Keeping children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children.
- Teaching children to respect themselves and other people.
- Helping children to understand their own feelings and the feelings of others.
- Beginning to introduce children to a variety of values / attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs.
- Preparing children for decisions they will make in the future and the experiences they are likely to face.

### **SRE within the Foundation Phase**

#### **Focus Statement**

Personal and Social Development, Well Being and Cultural Diversity is at the heart of the Foundation Phase. It should be planned for across all other areas of learning and through practical and structured activities that will help develop children’s specific skills. Children will progress through the various elements when they are developmentally ready.

### **Personal and Social Development, Well-being and Cultural Diversity**

<b>Skills</b>	<b>Children should be given the opportunities to</b>
<b>Personal Development</b>	<ul style="list-style-type: none"><li>• feel confident, explore and experiment with new learning opportunities</li></ul>



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	<ul style="list-style-type: none"> <li>• develop self confidence, self esteem and the ability to respect the needs of others</li> <li>• take responsibility for personal hygiene which should be sensitively promoted</li> </ul>
<b>Social Development</b>	<ul style="list-style-type: none"> <li>• develop skills in order to communicate and develop positive relationships with other children and adults</li> <li>• become independent learners and members of their communities</li> <li>• know what is fair and unfair, right and wrong</li> <li>• begin to take responsibility for their actions</li> </ul>
<b>Moral and Spiritual Development</b>	<ul style="list-style-type: none"> <li>• communicate ideas, values and beliefs about themselves, others and the world</li> <li>• understand people have different preferences, views and beliefs</li> <li>• know that each person is different, but understand that all are equal in value</li> <li>• consider and evaluate their own behaviour and that of others</li> <li>• be encouraged to ask and respond to difficult questions about life and recognise the value of life</li> </ul>
<b>Well Being</b>	<ul style="list-style-type: none"> <li>• adopt an open and interested attitude towards their environment and learning</li> <li>• develop confidence and self esteem</li> <li>• feel safe and secure</li> <li>• feel they are valued and their contribution is equally respected</li> <li>• understand that they can contribute to their own safety, and that they have the right to say ‘no’ when they feel threatened/ frightened/uncomfortable with a person/ situation</li> <li>• understand that in certain circumstances it is acceptable to break rules where their own personal safety is threatened</li> <li>• develop an understanding of their own bodies and how to keep them healthy and safe</li> </ul>

### **Knowledge and Understanding of the World**

Range	Children should be given the opportunities to
<b>Myself and other living things</b>	<ul style="list-style-type: none"> <li>• learn the names and uses of the main external parts of the human body</li> <li>• identify similarities and differences between themselves and other children</li> <li>• observe and make comparisons between humans and other animals</li> <li>• discover that humans and other living creatures, move, need food and water, grow and reproduce</li> </ul>

Effective provision needs careful planning across all areas of learning to ensure that children have the opportunities to develop their skills as active thinkers, learners and decision makers, and to interact with others – learning to help, share, co-operate, describe, identify and solve problems.



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### Relationship between Foundation Phase and the PSE Framework Key Stage 2

At Key Stage 2, learners build on the skills, attitudes and values and knowledge and understanding they have started to acquire and develop during the Foundation Phase.

PSE offers learning opportunities and experiences, which reflect the increased independence and physical and social awareness of learners.

Learners need to be equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### SRE within the PSE Framework for 7 to 19 year olds in Wales

Learners can be helped to maintain their emotional and physical health and wellbeing, sustain their growth and development, and know how to keep themselves safe. As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

The context for exploring the many aspects of sexuality is that of responsible, appropriate and healthy personal relationships. Sex and relationships education is required to be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviours, parenthood and sensitive issues need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. Learners should know where and how to access personal information and support.

### Key Stage 2 Learning Outcomes

<i>Range</i>	<b>Learners should be given opportunities to</b>	<b>And to understand</b>
<b>Health and Emotional Well-being</b>	<ul style="list-style-type: none"><li>• take increasing responsibility for keeping the mind and body safe and healthy.</li><li>• feel positive about themselves and be sensitive towards the feelings of others.</li></ul>	<ul style="list-style-type: none"><li>• the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth</li><li>• the range of their own and others' feelings and emotions</li><li>• the importance of personal safety</li><li>• how to distinguish between appropriate and inappropriate touching</li><li>• what to do or whom to go to when feeling unsafe</li></ul>



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<b>Moral Devel</b>	<ul style="list-style-type: none"> <li>• explore their personal values</li> </ul>	<ul style="list-style-type: none"> <li>• that personal actions have consequences</li> <li>• how cultural values and religious beliefs shape the way people live</li> <li>• that people differ in what they believe is right and wrong</li> </ul>
<b>Active Citizenship</b>	<ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• value family and friends as a source of mutual support</li> <li>• value diversity and recognise the importance of equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities</li> </ul>

### **The arrangements for delivering SRE in school**

SRE will be provided through:

- Sense Interactive DVD – Making Sense of Growing Up and Keeping Safe
- Circle Time
- Stories
- National Curriculum subjects
- Through lessons presented in conjunction with outside agencies (eg: the school nurse)
- Welcoming expectant/new mums to come and talk to the children about the needs of babies

### **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.

### **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.



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- 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
- 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 contributing to SRE in schools

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 coincide with the ethos of the school.
- Confidentiality – visitors should be made aware of the boundaries to confidentiality (see below).

### **Transition to Secondary School**

The school has clear parameters on what our pupils are taught before moving to secondary school and we have appropriate meetings with our secondary school colleagues to ensure that there is consistency of approach and appropriate progression for our pupils.

### **Parent's right to withdraw children**

Parents have the right to withdraw their children from the whole or part of SRE programmes provided in schools with the exception of the elements that are part of the National Curriculum. If parents are concerned they are able to discuss the matter with the teacher. These arrangements are included in the school handbook.

### **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



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follow the safeguarding procedures – Guidance for Employees and Volunteers whose work brings them into contact with Children and Young People.

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.

### **The consultation process**

We have consulted with parents through holding a parents evening on SRE to ensure that we have given parents an opportunity to consider our plans and express their opinions. This consultation has included consulting about the overall policy but also about the detailed content of what will be taught.

The school recognises the value of working in partnership with members of the wider community in the delivery of sex and relationships education and has therefore consulted with appropriate health professionals, social workers and youth workers in education. Children will be encouraged to discuss the content of the lessons with their parents/carers.

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

<b>School Name:</b>	Eyton Church in Wales Voluntary Controlled School
<b>Consultation undertaken:</b>	Developed by a working group, parents, pupils and staff
<b>Date Policy formally approved by Governing Body:</b>	February 1 2011
<b>Date Policy becomes effective:</b>	February 2 2011
<b>Review Date(s):</b>	January 2015, February 2018 February 2022
<b>Person(s) responsible for implementation:</b>	Miss Jesson, Mrs Whitgreave School Council
<b>Signed</b> (Head teacher)	.....
<b>Signed</b> (Chair or Governing Body)	.....



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