

CEFNI MAWR C.P. SCHOOL

Sex and Relationships Education Policy

Learning Enjoying Achieving

1. Introduction

The Welsh Assembly Government's Seven Core Aims for Children and Young People summarise the United Nations Convention on the Rights of the Child (UNCRC) 2004. 'The Core Aims describe the entitlement of children and young people to access educational and health services, and address their right to be listened to and to participate in the decisions that affect them.'

'Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being'.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Legal Context

Governing Bodies of all maintained schools are required to make, and keep up to date, a separate written statement of their policy with regard to the provision of Sex Education.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Definition of Sex and Relationships Education (SRE)

'Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing'.

The Family Planning Association (FPA) www.fpadirect@fpa.org.uk

2. Implementation

At Cefn Mawr CP School, the member/s of staff with responsibility for SRE is Mrs Sarah Ellis

The Head teacher and Governing Body have ultimate responsibility for the implementation of the SRE Policy. It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the SRE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Aims

SRE at Cefn Mawr CP School aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

The school will:

- Teach about the Lifecycle

- Help children understand the importance of stable and loving relationships, respect, love and care
- Help children to understand the information and situations they come across and to put them in a values framework
- Help children to communicate about matters to do with their bodies and relationships without embarrassment
- Provide information on:
 - Loving relationships
 - Names of 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 foetus in the uterus and the birth
 - The needs of babies and the responsibility of parenthood
- Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
- Teach children to respect themselves and other people
- Help children to understand their own feelings and the feelings of others
- Begin 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
- Prepare children for decisions they will make in the future and the experiences they are likely to face.

3. Curriculum

Sex and Relationships Education (SRE) will be taught within the context of 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.

Foundation Phase Framework for Children's Learning for 3 to 7 year olds in Wales (2008)

Education about relationships for 3 to 7 year-olds should focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships

	Area of Learning: Personal and Social Development, Well-Being and Cultural Diversity
Personal development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • become independent in their personal hygiene needs and to be more aware of personal safety • express and communicate different feelings and emotions – their own and those of others.
Social development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • be aware of and respect the needs of others • take responsibility for their own actions • consider the consequences of words and actions for themselves and others • develop an understanding of what is fair and unfair and to be willing to compromise • form relationships and feel confident to play and work cooperatively • value friends and families and show care and consideration • appreciate what makes a good friend.
Well-being	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • value and contribute to their own well-being and to the well-being of others • be aware of their own feelings and develop the ability to express them in an appropriate way • understand the relationship between feelings and actions and that other people have feelings • demonstrate care, respect and affection for other children, adults and their environment • ask for assistance when needed • develop an understanding about dangers in the home and outside environment.
Moral and Spiritual development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
	Area of Learning: Knowledge and Understanding of the World
Myself and other living things	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • learn the names and uses of the main external parts of the human body • identify the similarities and differences between themselves and other children

Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)

SRE should help 7 to 11-year-olds to understand:

- the reasons for the physical and emotional changes that take place 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.

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

Key Stage 2	<i>Learners should be given opportunities to:</i>
Health and emotional well-being	<ul style="list-style-type: none"> • take increasing responsibility for keeping the mind and body safe and healthy • feel positive about themselves and be sensitive towards the feelings of others
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth • the range of their own and others' feelings and emotions • the importance of personal safety • how to distinguish between appropriate and inappropriate touching what to do or to whom to go when feeling unsafe
Moral and spiritual development	<i>Learners should be given opportunities to:</i>
	<ul style="list-style-type: none"> • explore their personal value
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • how cultural values and religious beliefs shape the way people live • that people differ in what they believe is right and wrong • that personal actions have consequences

Science in the National Curriculum for Wales

Key Stage 2	<i>Pupils should be given opportunities to study:</i>
Interdependence of organisms	<ul style="list-style-type: none"> • the names, positions, functions and relative sizes of a human's main organs.

The arrangements for delivering SRE at Cefn Mawr CP School

Cross-curricular opportunities for SRE are planned for and taught throughout the school as appropriate to the age of the children through both the Science and Personal, Social Education (PSE) curricula. The progression of learning will involve developing and extending the above subjects at specific periods within the Foundation Phase and Key Stage 2 in order to ensure progressive development of knowledge, information, skills and values.

Discrete lessons providing input on the changes that take place during puberty and health issues related to this, including physical and emotional development, are provided for the children in Years 5 and 6. In these lessons, boys and girls will have opportunities to work in single and mixed gender groups, depending upon the specific content of the lesson.

As primary-aged learners are expected to learn the names and uses of the main body parts of the human body, staff will clarify the appropriate language that is used in the delivery of the SRE programme. All staff will be consistent about the key terms they use with learners. Involving parents/carers ensures consistency at home.

Answering Questions

- Teachers will attempt to answer general questions from pupils honestly considering the children's/child's age and maturity
- In year 5/6 teachers will use a question box which gives children the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses
- If a pupil asks questions about values, teachers will refer the child to its family and will try to avoid giving own views as the only right one
- Teachers will deal honestly, sensitively and in a non judgemental way with sexual orientation.

4. Use of Outside Speakers

The core SRE programme at Cefn Mawr CP School is delivered by the class teacher in all years. This approach makes the content appear ordinary and allows plenty of opportunity for pupils to come back to staff with any questions. Learners are encouraged to speak to the member of staff they feel most comfortable with; male or female.

The school recognises the value of involving outside speakers within the SRE programme as appropriate. Where outside speakers are invited in to the school e.g. new mother and baby, theatre groups etc they will be made aware of the contents of the school SRE policy prior to the visit in order to ensure consistent messages are delivered. If outside speakers are used to support the SRE programme, a member of staff will be present throughout.

5. Contact with Parents

The school believes that Sex and Relationships Education should be a shared responsibility. We wish to build a positive and supporting relationship with the parents of children at Cefn Mawr CP School through mutual understanding, trust and co-operation.

In promoting this objective we:

- Consult with parents via parents evening to provide an opportunity for the school's SRE policy and practice, including use of resources to be considered
- Take seriously any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to sex education, in order to ensure teaching in school supports key messages that parents/carers give to children at home
- The policy is made available on the school website

Parents/Carers right to withdraw

Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than Sex Education contained within the national curriculum.

Parents/carers must inform the school if they wish to exercise this right. If a parent wishes their child to be withdrawn from SRE, they are welcome to make arrangements to see the Head

teacher to identify which aspects of the programme they do not wish their child to participate in. These arrangements are specified within the school Prospectus.

6. Child Protection

It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. It would be only be in exceptional circumstances, e.g where there is a clear child protection issue, that sensitive information is passed on against a pupil's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- Where there is Child Protection issues
- Where a life is in danger

7. Confidentiality

Teachers will not promise confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, it will be discussed with the head teacher. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child Protection
- Co-operation with a police investigation
- Referral to external service

Every effort will be made to secure the pupils agreement to the way in which the school intends to use any sensitive information.

Ground rules will be established prior to the delivery of the SRE programme in order to protect learners and teaching staff.

8. Procedures for Monitoring and Evaluation

The implementation of this Policy will be monitored by the Head teacher, PSE Co-ordinator and Subject Leader.

The Curriculum Committee of the school's Governing Body monitors the SRE Policy on an annual basis.

The following people will be consulted when the policy is reviewed:

- Pupils
- Staff
- Governors
- Parents/ Carers
- Health Professionals

The 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 any learners or parents/carers about the SRE programme.

Governors require the Head teacher to keep a written record, giving details of the content and delivery of the SRE programme that is taught at Cefn Mawr CP School.

Head Teacher: Print name _____ Signature _____

Chair of Governors: Print name _____ Signature _____

Date Policy approved by Governing Body: _____

Date Policy will be reviewed: _____

9. References

Personal and Social Education Framework for 7 to 19-year-olds in Wales (2008)

Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales (2008)

Welsh Assembly Government Circular 019/2010: Sex and Relationships Education in schools

Guidance for Employees and Volunteers whose work brings them into contact with Children and Young People' Wrexham Safeguarding Children Board 2008

Sex and Relationship Education Policy

Appendix

From Nursery to Year 4, the children talk about their bodies in general but do not refer explicitly to any body parts.

In year 5 & 6 the children are introduced to the words :

Testicles

Penis

Breasts

Vagina/Vulva (both words will be used)