

Penllergaer Primary School



Sex and Relationships Education Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

Rationale

In accordance with the Education Act of 1998 the governors of Penllergaer Primary School have decided that Sex and Relationships Education will be taught throughout the Foundation Phase and Key Stage 2. Sex and Relationships Education will be taught to promote the spiritual, moral, cultural, emotional and physical development of pupils at the school, in order to prepare them for the opportunities, responsibilities and experiences of adult life.

At Penllergaer Primary School we value the importance of sex and relationship education to help and support young people through their physical, emotional and moral development. This programme is linked closely to the PSE and Science Curriculum, WG 2010 Circular Sex and Relationship Education Guidance, Foundation Phase Framework, Sexual Health and Well- Being for Wales document and the National Healthy School Standard Guidance.

Sex and Relationship Education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex and Relationship Education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will be made aware of the significance of marriage and stable relationships.

The Philosophy of the School

It is the philosophy of Penllergaer Primary School that all children experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims

1. To encourage and demonstrate the following values.
 - Respect for self
 - Respect for others
 - Responsibilities for their own actions
 - Responsibility for their family, friends and wider community.
2. To provide information, which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
3. To include the development of communication and social skills.
4. Encourage the exploration and clarification of values and attitudes.

Parent Partnerships

Penllergaer Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

Under Section 404 (1A) of the Education Act 1996 parents have the right to withdraw their child from Sex Education lessons. We hope that at Penllergaer, this will not be the case as we believe SRE is an entitlement for our pupils. On entry parents are provided with School

Prospectus that outlines SRE at our school. This clearly states that SRE is part of the curriculum at Penllergaer and is age appropriate. Parents can borrow, from the Headteacher, a copy of DVD/video and puberty leaflet used in Year 5 and 6 lessons if they wish to be familiar with the content.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

Areas of Responsibility

Governors

- ◆ To ensure the legal framework is followed.
- ◆ To consult with parents on the determination of the school's sex and relationship education policy.
- ◆ To implement the sex and relationship education policy through the Head Teacher.
- ◆ To implement the 'annual' reviews.
- ◆ To make, and keep up to date, a separate written statement of the school's policy with regard to Sex and Relationship Education.
- ◆ To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- ◆ To include a summary of the content and organisation of Sex and Relationship Education in the School Prospectus.

Head Teacher

- ◆ To implement the Sex and Relationship Education Policy.
- ◆ To ensure the policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents.
- ◆ To ensure the policy is reviewed annually.
- ◆ To disseminate information to staff.
- ◆ To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Delivery of SRE

The teacher takes the lead but may use Health Professionals to deliver or advise as appropriate. We endeavour to provide a catch-up programme for pupils who may have missed a series of SRE lessons. Practical arrangements are in place to support girls and help them cope with menstruation. The School nurse supports with this. The school has recently tweaked its lessons using new resources from LA working party scheme of work.

The Visitors / Disabled Toilet has a sanitary bin and the school pays a Service Level Agreement with the LA for sanitary bin waste disposal.

Equal Opportunities

In support of the Equal Opportunities Policy, all Penllergaer Primary School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the Sex and Relationship Education resources and teaching methods.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and

discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted diseases.

The following ground rules have been established.

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.
- ◆ No one (child or adult) has to answer a personal question.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- ◆ Meanings of words are explained in a sensible and factual way.

Any issue involving **Child Protection** should be dealt with in accordance with the school's Child Protection Policy.

Penllergaer Primary School Sex and Relationship Education Programme

Sex and relationship education is delivered within the Foundation Phase Framework and Science and PSE curriculum. The school was part of a LA working party devising a SRE SOW and resources that could be used by all primary schools across the City and County.

Content for Foundation Phase and Key Stage 2

At Penllergaer Primary School, the Scheme of Work for sex and relationship education is taught under the following headings. Progression and continuity are built into the programme from Nursery to Year 6.

Relationships	
1. Myself as an individual	<ul style="list-style-type: none"> ▪ Loving, caring and supportive relationships and family life ▪ Exploring and expressing feelings and emotions ▪ Who cares for me? ▪ Secrets ▪ Promoting self-image
2. Myself and my friends	<ul style="list-style-type: none"> ▪ Friends and friendships ▪ Keeping safe ▪ Feelings
3. Myself and the wider community	<ul style="list-style-type: none"> ▪ Living and working together ▪ Safety ▪ Similarities and differences ▪ Valuing ▪ Celebrating the fact that everybody is unique
Family Life	
1. Family patterns	<ul style="list-style-type: none"> ▪ Identifying key members of a family and special people in life ▪ Describing the different roles of individuals in a family ▪ Knowing that there are different types of family ▪ Distinguishing between family and friendly relationships ▪ Life cycles, birth, parenthood, childhood and adulthood
2. Family responsibility	<ul style="list-style-type: none"> ▪ Birth and marriage ▪ Parental care ▪ Family units ▪ Working and playing together
3. Family emotions	<ul style="list-style-type: none"> ▪ Identifying, discussing and expressing emotions ▪ Exploring parental love ▪ Understanding loss and separation ▪ Interpreting visual signs of emotion

Growth and Development	
1. Self-awareness	<ul style="list-style-type: none"> ▪ Myself as an individual ▪ Gender issues ▪ Stereotypes ▪ Physical and emotional change ▪ Exploring developing responsibility
2. Physical change	<ul style="list-style-type: none"> ▪ Understanding life cycles ▪ Charting growth ▪ Exploring change ▪ Looking after my body ▪ Changes in puberty Year 6 only ▪ Sexual reproduction
3. New life	<ul style="list-style-type: none"> ▪ New life ▪ Conception and birth ▪ Care and responsibility

By the end of Foundation Phase

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity* (mindful of disability etc)
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- The need for personal hygiene
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well being and that of others

- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human cycle*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, eg. second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- The diversity of lifestyles
- Others points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

*The points demarcated with an asterisk are part of the Statutory Curriculum and constitute a pupils entitlement.

Year 5 and 6 pupils use the WG interactive DVD SENSE and may watch other appropriate Sex and Relationship Education DVDs/videos. Some lessons in Year 5 and 6 may be delivered in single sex groups for certain cultural reasons. Menstruation is taught by the end of Year 5 for girls.

Procedures for Reviewing the Effectiveness of the Programme

Topics are reviewed through short-term plans and each term through long-term plans. Staff and Governors review the Sex and Relationship Education Policy annually. Parents comments are always considered.

The Primary/Secondary Transition Year

The transition year before pupils move to Secondary School is considered a crucial one at Penllergaer Primary School. The school supports pupils' emotional and physical development. In this year, the children will be taught, or will already have been taught:

- ◆ changes in the body related to puberty, such as periods, voice-breaking and body hair
- ◆ when these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- ◆ how a baby is conceived and born.

Complaints Procedure

If a parent or guardian has any cause for concern about the Sex and Relationship Education Policy, they should approach the Head Teacher. If the concern cannot be resolved, the Governors can be contacted and School Complaints Policy followed.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Sex and Relationship Education Policy only after detailed consultation concerning lesson content and method of teaching. Our school nurse is shared in the cluster and is based at Pontarddulais Comprehensive School. Good relations exist between both schools and the nurse. The class teacher remains in the lesson throughout. The school uses the WG website www.wales.gov/PSE guidance on use of visitors as a checklist for ensuring correct planning and procedures are adhered to.

Dissemination of the policy

A copy of the policy is sent to those parents and guardians who request one. A copy is kept in the office or can be obtained from the Head Teacher and is available on the school's website.

The policy is presented annually to all staff by Head Teacher and a copy made available on the school's intranet.

Review

This policy is reviewed periodically by the Head Teacher in line with our review of policies cycle or sooner if legislation or new initiatives arise.

Conclusion

This policy needs to be read in conjunction with the school's PSE and Citizenship Policy, SEP (including the Equal Opportunities and Racial Equality Policies), the Alcohol and Drugs Policy and other relevant LA and WG documentation.

Date last reviewed: January 2019.