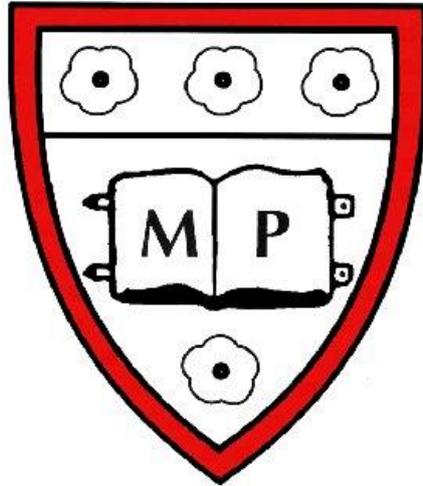


Malpas Park Primary School



“Making a difference together”

Sex and Relationships Education Policy

Updated February 2018

“At Malpas Park Primary School our purpose is to provide a **safe**, supportive and inspirational environment where every individual is valued and enabled to achieve their full potential. A care and **respect** for the community and their wider environment is instilled along with the development of flexible and transferable skills making them **ready** for life-long learning. At our school we make a difference together.”

Sex and Relationships Education (SRE) Policy

Sex and Relationships Education involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral spiritual, cultural, mental and physical development at school and in the world.

Introduction

This policy has been developed in line with guidance from the Welsh Government Circular No. 019/2010 (Sex and Relationships Education in Schools). Several other documents were also used to support the writing of this policy, including:

- The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015
- Education Act 1996
- The Equalities Act 2010
- Personal and social Education Framework for 7 to 19-year-olds
- The Foundation Phase Framework for Children's Learning for 3-7 year olds

Advice has also been sought from the Local Authority's Healthy Schools Award 'champions'.

SRE makes links with other school policies:-

- Safe-guarding (Child Protection)
- Anti-bullying (including procedures for dealing with homophobic bullying)
- Positive Behaviour
- Health and Safety
- Additional Needs
- Equality and Strategic Plan
- Learning and Teaching – Curriculum Policy
- Science and Knowledge and Understanding of the World

Rationale

The Welsh Government's seven core aims describe the entitlement of children and young people to access educational and health services. Effective school SRE programmes help pupils to develop the skills and knowledge appropriate to their age, understanding and development. Pupils are enabled to make responsible decisions about their relationships, sexual health and well-being.

Schools are recognised as playing an important role in having a positive and sustained impact on children and young people's sexual health and well-being. All pupils need help to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

Malpas Park Primary School is committed to the teaching of Sex and Relationships Education (SRE). The content of the programme is selected to meet the requirements of the National Curriculum in those aspects relating to Science, Health and Wellbeing. It addresses the psychological as well as the physiological aspects of sexual development and the issues of gender and gender role at a personal and social level.

At our school we aim to promote informed responsible choices in respect of sexual behaviour with due regard to moral considerations and the values of family life. SRE begins to introduce children to a variety of values and 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.

Aims

- To help learners to develop skills and knowledge appropriate to their age, understanding and development
- To help learners develop positive attitudes and values that will influence the way that they behave
- To create a culture that supports open and responsible discussion of relationships and well-being
- To help learners develop the skills needed to make responsible and well-informed decisions about their relationships and well-being
- To help learners move with confidence from childhood through adolescence into adulthood
- To help learners gain respect for themselves and others and build successful relationships
- To ensure that all teachers fully appreciate the role that effective SRE can have in improving well-being

The Management and Organisation of SRE

- The school's Governing Body ensure that the SRE policy is kept up to date.
- The Head teacher and Governing Body have regard to Welsh Government guidance (Circular No: 019/2010).
- The Leader for Health and Wellbeing, supported by the Senior Leadership team and Head teacher, monitor the planning and provision of SRE. It is their responsibility to ensure continuity and progression.
- The teaching and learning of SRE is consistent with the school's Christian values and is appropriate for the needs of learners in terms of language, images, maturity and understanding.
- Information regarding the teaching and learning of SRE is made available to parents.

Delivery of the SRE Programme

Sex and Relationships Education reflects the ethos of the school and encourages the school's core values; Respectful, Ready and Safe.

- Teachers should be sensitive and respect differences, ensuring that there is no stigmatisation of children based on their home circumstances.
- The PSE framework is used as a basis for planning SRE provision. SRE is not delivered in isolation. It forms part of a carefully planned and well integrated curriculum.

- SRE is generally delivered by the Class Teacher, supported by appropriate health professionals where appropriate.
- Children are taught in their usual mixed gender classes in all year groups. In Year 6, pupils are given the opportunity to discuss sensitive issues in single sex groups.
- The time allocated for SRE is dependent on the context and needs of particular groups of pupils. Responsibility for ensuring that adequate time is allocated lies with the class teacher.

Foundation Phase

Pupils are taught:-

- The range of their own and others' feelings and emotions
- The importance of personal safety
- Awareness of and respect for their own bodies
- How to take care of their bodies
- How to distinguish between appropriate and inappropriate touching
- What to do or who to go to when feeling unsafe

If a child asks a question or makes a statement in relation to reproduction the child is answered truthfully.

Key Stage 2

Pupils are taught:-

- Relationships – what makes a good friend?
- Friendships – developing empathy
- Similarities and differences in male/female – stereotypes, main physical differences in babies
- Appropriate and inappropriate touch - different touches and personal space
- Family differences – what makes a family and who can you talk to?
- Human lifecycle' – constant change and benefits of growing up, including changing responsibilities
- Physical differences between males and females – naming body parts
- Growing up and keeping safe – every child's right to feel safe and secure to know where to go for support and advice
- Friendships – diversity
- Physical changes at puberty
- Puberty – Menstruation and male changes
- Puberty – reproductive systems
- Relationships – what is love?
- Puberty – importance of physical hygiene and emotional changes
- Reproduction - body parts, conception and reproduction
- Relationships, conception and pregnancy – conception, development of the baby, being healthy in pregnancy, birth and feeding the baby

In Years 5 and 6 girls are taught about menstruation and the physical and psychological changes associated with puberty. Boys in Year 6 are also provided with the opportunity to learn about and understand the physical and psychological changes that they experience during puberty. Initially, these sessions may be taught separately initially but both genders come together for follow up lessons relating to Sex and Relationships Education.

The content of the school's SRE programme is concerned with those issues listed above and pupils' questions will always be answered honestly. Pupil questions that are considered to be age-inappropriate are referred to home.

Parents are given prior knowledge of these sessions and are invited to an open evening where they are able to browse the materials and resources to be used with the children. Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving Sex and Relationships Education in school other than the aspects contained within the National Curriculum. At the end of the open evening following a full briefing about course content, parents are then invited to give consent or withdraw their children for certain aspects of the Sex Education Programme. Any parent/carer wishing to withdraw a pupil from the SRE programme should notify the Head Teacher in writing.

If the parent of any pupil in attendance at Malpas Park Primary School requests that their child may be wholly or partly excused from receiving SRE at the school, the pupil shall, except so far as such education is comprised in the agreed National Curriculum, be so excused accordingly until the request is withdrawn.

This policy is available to parents and carers via the school website. A paper copy is available from the Head Teacher.

Education for sex and relationships has an important part to play in preparing young people for a responsible adult life. Although needing to be approached with sensitivity. Sex and Relationships Education is not significantly different from other forms of learning. It builds on the information provided by parents and carers; it encourages responsible, informed behaviour.

Resources and Outside Agencies

Speakers as appropriate (in the presence of the Year 6 Class Teacher)

CD Rom "Making Sense of Growing Up and Keeping Safe"

"Rollercoaster" Teaching Resource

DVD resources used by School Nurse

Area School Nurse

Speakers as appropriate in the presence of the Class Teacher - NSPCC

Circle Time

Books

Posters

Confidentiality

As a general rule, a child's or parent's confidentiality will be maintained by the teacher or member of staff concerned. However, the school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be shared with anyone else. However, all staff at Malpas Park have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Staff are aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty, particularly if the abuser is someone close and hurt.

Equality Statement

Malpas Park Primary School is open to everyone. We will not discriminate in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic. We will not discriminate on the grounds of:-

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales.

Age is a further protected characteristic. In a school context it applies to everybody except pupils. It is important that all parties are aware of equal opportunities for males and females and that race and cultural beliefs are duly considered. All materials used must be carefully checked for this and all visitors and outside agencies must be informed of the school's policies.

Involving Pupils

Pupils have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), to contribute in a meaningful way to the development and review of a Sex Education Policy and SRE programme. Pupil participation, such as the Super Ambassadors, School and Eco Council and the provision of Pupil Voice sessions enable pupils to express their views on their learning needs.

Y6 Children who have previously participated in the SRE programme have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content, resources and delivery of the programme. This feedback will be used to monitor and review the programme regularly.

Involving Parents and Carers

To ensure that the policy takes account of the views of parents and carers in meeting the needs of the school's community, parents and carers are consulted via the **Parent and Carers' Forum** where school policies and practices are regularly reviewed. The Policy for SRE is available on the school's website. All parents and carers are welcome to discuss any issues with the Class Teacher, Leader for Health and Wellbeing, or the Head Teacher.

Professional Learning

The Health and Wellbeing Leader has responsibility of keeping up-to-date with current guidance and best practice. In the case of a teacher changing classes, the school will aim to address professional development needs promptly. The school aims to allocate time to share best practice.

Monitoring and evaluation

A review of SRE provision is undertaken by the Leader for Health and Wellbeing as part of the PSD/PSE review process. The Leader for Health and Wellbeing is expected to have undertaken lesson observations, examined pupils' work and sought the views of learners. The outcomes of this review are used to inform the school's self-evaluation report.

Arrangements for Reviewing and Updating the Policy

This policy was updated in February 2018 by the Leader for Health and Wellbeing in consultation with staff.

The policy will under-go consultation with pupils, parents and carers during the Summer Term 2018.

The policy will be presented to governors for their agreement during the academic year 2018-2019.

This policy will be reviewed in-line with the school's curriculum policy review timetable. New national guidance, pupil, parent and carer feedback will be used to update the policy every two years.

Signed: Head Teacher



Chair of the Governing Body



Update