



Rogiet Primary School

Sex and Relationships Education

Written in reference to Welsh Government Circular 019/2010

Rogiet Primary School Sex and Relationships Education Policy

Introduction and rationale

The objective of sex and relationships education (SRE) in Rogiet Primary School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is also essential if young people are to make responsible and 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. It should prepare them to develop considered attitudes, values and skills which influence the way they behave.

The Education Act 1996 states that the Governing Body and Head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. Sex education is a statutory part of the basic curriculum for all secondary school aged learners registered at a maintained school. Schools should also make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any such parent who asks for one.

SRE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up of children. Nevertheless, the Welsh Government recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils come from a variety of family backgrounds. Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances”.

(Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

Rogiet Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS National Quality Award provides schools with a framework for the development of personal development and relationships. The Sexual Health and Wellbeing action plan for Wales 2010 - 2015 highlights the importance of school based SRE and the role that it plays in a child's sexual health development and behaviour.

This SRE policy has clear links with other school policies including:

Anti-bullying policy

Safeguarding policy

Equal opportunities policy

Substance Misuse Education and Incident Policy

Management and Organisation of SRE

It is the Head teacher's and Governing Body's responsibility to ensure that the SRE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community.

The subject leader will be responsible for identifying any training needs of staff, resources, and keeping up to date with developments in the subject area by attending appropriate inset training. Any areas identified by the subject leader for development, will be acted upon by the Head teacher and Governing Body.

Aims

At Rogiet Primary School we aim to develop age appropriate SRE in the context of a broad and balanced curriculum that is integral to the seven areas of learning of the Foundation Phase and the PSE framework for 7 - 19 year olds. The school aims to achieve the following outcomes for all pupils.

At the end of the Foundation Phase pupils should be able to:

- value themselves;
- recognise and communicate their feelings:
- form friendships and relationships
- *understand the difference between appropriate and inappropriate touch.*

At the end of Key Stage 2 pupils should 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;
- *name the parts of the body in order to distinguish between male and female and*
- *understand the difference between appropriate and inappropriate touch.*

Delivery of SRE

The SRE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies such as the school nursing team helps to enrich the delivery of SRE but does not replace SRE within the taught curriculum. Outside agencies are made aware of their role within the delivery of SRE and are provided with a copy of the school's SRE policy.

SRE Programme

Personal and social development, wellbeing and cultural diversity is at the heart of the foundation phase. The Foundation Phase curriculum allows schools to ensure that any SRE is age-appropriate, and tailored to the specific needs of pupils. In the Foundation Phase, there is appropriate emphasis on helping pupils to understand how they develop in early childhood. The focus is on encouraging pupils to value themselves and to develop positive attitudes. Pupils also learn about relationships with peers, friends and family and how to recognise and communicate their feelings.

At Key Stage 2 the SRE programme will enable learners to understand the physical and emotional changes that take place during and to understand the importance of keeping the mind and body safe and healthy. In Key Stage 2 Science, pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs.

Year 2	Appropriate/ Inappropriate touching
Year 4	Naming body parts to distinguish between male and female
Year 5	Puberty
Year 6	Sex, contraception and birth

Teaching Sensitive Issues

Some aspects of the SRE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of SRE and both pupils and teachers will avoid sharing personal information. Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. As part of the SRE programme in Rogiet Primary School all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females.

Resources

SEAL

Sense DVD

Growing Up (Gwynedd Healthy Schools)

Books:

What's Happening to Me? (Usborne – Boy/ Girl specific books)

Hair in Funny Places – Babette Cole

Working with parents/carers and the wider community

At Rogiet Primary School we will work with parents/carers to build positive and supporting relationships in the relation to the teaching of SRE. To promote this we will:

- Inform parents/carers about contents of the SRE policy, curriculum planning and resources via school newsletters, school prospectus
- Consult with parents/carers about the content of the policy and involve them in the reviewing process and
- Discuss any issues that parents may have in relation to this policy or the delivery of SRE

Parents/carers have the right to withdraw their children from all or part of the SRE programme. However, there is no right of withdrawal from any National Curriculum (science) provision. We at Rogiet Primary School would always wish to discuss any worries or concerns that parents/carers may have, and would encourage them to talk to the head teacher. All requests to withdraw children must be made in writing to the Chair of Governors at the school.

Safeguarding and Confidentiality

Teachers cannot offer pupils unconditional confidentiality. On the rare occasions when a pupil discloses information to a teacher / member of school staff directly the following confidentiality policy will be followed:

- Remind pupils that they cannot offer unconditional confidentiality;
- Inform pupils first if staff are going to break confidentiality;
- Encourage pupils to talk about any worries and concerns they have with parents/carers;
- Always follow the school's Safeguarding Policy if there are child protection concerns.

If a primary aged pupil discloses that they are sexually active or contemplating sexual activity then this is a child protection issue and the school's Safeguarding Procedures must be followed.

Monitoring and evaluation

The Foundation Phase/SRE/PSE curriculum will be monitored and evaluated according to school policy. Scrutiny of planning, work samples and lesson observations will help to clarify needs such as resources, staff training, and the delivery of SRE through age-appropriate learning strategies. The subject/team leader will monitor and evaluate the effectiveness of opportunities for the pupil's personal and social development. The subject leader will also identify training needs for relevant staff and dissemination of best practice.

The effectiveness of this policy will be reviewed every two years, when the learning outcomes achieved can be properly evaluated. The effectiveness of the policy will be reported to the Governing Body as part of the review process.

The role of visitors in PSE

This checklist is for use by learning providers and visiting agencies to help with the joint planning of PSE sessions.

Planning points	
The school and the visitor have agreed the aims, content and approach of inputs by the visitor.	
The school has	
checked that the work of the agency or visitor is known to them and considered appropriate in respect of safeguarding /child protection procedures.	
made the visitor aware of and familiar with any relevant school policies.	
planned for the visitor to be supervised/actively supported by a teacher at all times throughout the visit .	
explained how the visit fits into the PSE programme e.g. any preparatory work/follow up work to be done.	
provided information on:	
<ul style="list-style-type: none"> • the number of sessions expected 	
<ul style="list-style-type: none"> • the age of the learners in each session 	
<ul style="list-style-type: none"> • the number of learners in each session(s) 	
<ul style="list-style-type: none"> • any additional learning needs of learners 	
The following have been agreed:	
<ul style="list-style-type: none"> • the date and time of the visit 	
<ul style="list-style-type: none"> • where the speaker will be met, at what time and by who 	
<ul style="list-style-type: none"> • the name of the class teacher(s) who will be present at the session(s) 	
<ul style="list-style-type: none"> • where the session(s) will take place 	
<ul style="list-style-type: none"> • the number of sessions, timings and durations for each 	
<ul style="list-style-type: none"> • relevant school timings e.g. registration, assembly, breaks, lunch etc. 	
<ul style="list-style-type: none"> • what school resources are required by the speaker 	
<ul style="list-style-type: none"> • where resources can be accessed. e.g. video, TV, DVD player 	
<ul style="list-style-type: none"> • what resources the speaker will provide 	
<ul style="list-style-type: none"> • arrangements for collecting feedback from the session(s) <ul style="list-style-type: none"> • from learners • from teaching staff 	
<ul style="list-style-type: none"> • arrangements for jointly evaluating the session(s) 	
Signed	School:
	Visitor:
Date:	

(DCELLS 2008)

Checklist: Monitoring sex and relationships education

This checklist is for the use of the designated member of the senior leadership team with overall responsibility for managing holistic SRE provision and the SRE coordinator.

Judgements should be made, where possible, by talking to learners about the impact of learning on their skills, attitudes and understanding of SRE. Lesson observations and discussions with staff, governors and parents will also contribute.

Criteria	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>
The planned SRE programme meets the needs of all learners.			
Girls and boys engage equally with the SRE programme.			
Time is built into the programme to enable learners to reflect on what they have learned, achieved and experienced and what they need to learn next.			
Learners have opportunities to learn from others, especially those who have experiences or beliefs different from their own.			
A range of appropriate SRE resources are used that meet the needs of all learners.			
The monitoring process identifies strengths and areas for development.			
Evidence determines SRE priorities in the School Development Plan.			
Findings identify staff training needs and help to determine the programme of continuing professional development for SRE.			
Arrangements are in place to share effective practice.			
The school can demonstrate what has changed in aspects of SRE curriculum planning, learning and teaching, and the school environment as a result of monitoring evidence.			
Next steps			
Completed by:		Date:	

Checklist: Sex and relationships education resources

A wide range of teaching materials for SRE have been produced nationally and locally by the Welsh Assembly Government, commercial companies, local authorities, voluntary sector agencies and religious bodies such as diocesan education authorities.

This checklist is primarily for the use of the coordinator with responsibility for planning and managing SRE provision. It is designed to support schools when planning their SRE curriculum and selecting teaching materials that can be used to enhance their own activities and resources.

Criteria	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not in place</i>
SRE resources are consistent with the values set out in the school sex education policy.			
A range of SRE resources are used which are appropriate for the age, ability and maturity of learners.			
Learners' views are taken regarding the resources used to deliver SRE and their feedback acted upon.			
SRE resources are inclusive on the basis of home and family circumstance, gender, sexual orientation, race, faith, culture and disability.			
SRE resources show positive role models for girls and boys and avoid gender stereotypes.			
SRE resources encourage a skills-based approach and active learning methodologies.			
SRE resources are factually correct and offer a balanced perspective on potentially sensitive issues.			
SRE resources are contemporary in terms of the realities of children and young people's lives.			
All staff involved in the delivery of the SRE programme receive appropriate training and support to use resources confidently.			
A range of types of resource are used across the SRE programme, including DVD, visual, games, and models.			
Arrangements are in place to inform for parents/carers about SRE teaching materials used and view them, on request.			
Resources used by external agencies are reviewed and comply with the school sex education policy.			
Next Steps:			
Completed by:			
Date:			