

YSGOL MAES Y MYNYDD



SEX AND RELATIONSHIPS EDUCATION POLICY

Approvals	
Approved by Governing Body on	Date: 10.3.2020
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed in 3 years	Date: SPRING TERM 2023

Ysgol Maes Y Mynydd.

Sex and Relationships Education Policy

Introduction

Ysgol Maes Y Mynydd is taking part in the Healthy Schools Scheme and as a part of their work to develop Personal and Social Education provides appropriate Sex and Relationship Education provision at Foundation Phase and Key Stage 2.

The Welsh Assembly Government recommends that every primary school should provide Sex and Relationship Education (SRE) using the Personal and Social Education framework as a basis. (Sex and Relationship Education in schools 2002)

What is Sex and Relationships Education (SRE)?

The objective of SRE is to help and support pupils through their physical, emotional, moral and spiritual development. It is important that pupils are given a core of accurate and relevant information appropriate to age, understanding and development, in order to feel competent addressing life issues.

The consultation process:

The school consults with health agencies (school nurses, health promotion services) and the policy is based on the advice given and the Welsh Assembly Government guidelines. We consult with parents through the Parents Council which provides parents the opportunity to view our policy, be informed of our plans and express their opinions regarding the teaching of SRE.

The purpose and aims of SRE in Ysgol Maes Y Mynydd

- To learn about the life cycles of living organisms
- To keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children.
- To help the children understand the information and situations they come across and to put them in a values framework.
- To help the children to communicate about matters to do with their bodies and relationships without embarrassment.
- To allow opportunities for questions to be raised naturally and answered honestly and sensitively so that a 'healthy' attitude can be cultivated.

To provide information on:

- Loving relationships
- Names for parts of the body
- Appropriate and inappropriate touching
- Different kinds of families
- The process of reproduction and the reproductive organs
- The physical and emotional changes associated with puberty
- The development of the baby from conception to birth.
- The needs of babies and the responsibilities of parenthood

The SRE curriculum in the school

It is recommended that all primary schools have a graduated SRE programme tailored to the age and physical maturity of the children. Below is an outline of the learning outcomes that will be taught throughout the two key stages that will support the purposes and aims of SRE in Ysgol Maes Y Mynydd.

During the Foundation Phase children will be given the opportunity through a range of activities

- to learn about their own bodies, identify the similarities and differences between themselves and other children.

- to begin to have an awareness of life-cycles through plants and animals.

In Foundation Phase opportunities in PSE focus upon pupils' growing awareness of themselves both physically and emotionally in the context of their relationships with friends and family and their immediate environment. Emphasis is placed upon nurturing self understanding and relationships with others in a positive and self accepting environment in which the pupil's self esteem is fostered, confidence and responsibility are developed and achievement is affirmed.

At Key Stage 2 children are given opportunities and experiences which reflect the increased freedom and physical and social awareness of themselves and others. They need to be equipped to develop effective relationships, assume greater personal responsibility and keep themselves safe. SRE will assist pupils to cope with the changes of puberty, introduce them to a wider world and enable them to make an active contribution in society.

Sex and Relationships Education will be based on the Personal and Social Education (PSE) Framework, the science curriculum and religious education curriculum. There are six aspects of the PSE framework that relate to SRE and these are outlined in the table below showing what will be taught through the context of SRE.

FP Attitudes and values (PSE)	KS2 Attitudes and values. (PSE)
<ul style="list-style-type: none"> • Have respect for their bodies and those of others. • Value friends and families as a source of mutual love and support. • Feel positive about themselves. • Recognise and respect cultural differences. 	<ul style="list-style-type: none"> • Respect others and their property, value their achievements and their uniqueness and the importance of equal opportunities. • Respect their own and other people's bodies and take more responsibility over keeping themselves safe and healthy. • Feel positive about themselves and be confident in their own values. • Value friends and family as a source of mutual love and support. • Value and celebrate cultural differences and diversity.
FP Skills	KS2 Skills
<ul style="list-style-type: none"> • Make and maintain friends • Develop simple safety rules and resist inappropriate touching. • Recognise and express their own feelings. 	<ul style="list-style-type: none"> • Make and maintain friendships and other relationships • Work co-operatively to tackle problems. • Develop decision-making skills. • Begin to manage different emotions and dealing with change and with new situations. • Resist unwanted peer pressure and behaviour.

SRE will also be taught through the Science curriculum at both Key Stages.

Foundation Phase: Knowledge and Understanding (PSE framework)	Key Stage 2. Knowledge and Understanding (PSE framework)
<p><i>Pupils should:</i></p> <p>Social Aspect:</p> <ul style="list-style-type: none"> • Know how to be a good friend. • Understand the variety of roles in families and the contribution made by each member. <p>Sexual Aspect</p> <ul style="list-style-type: none"> • Know the names of the parts of the body in order to distinguish between male and female. <p><i>*children will use the correct vocabulary: penis, testes, testicles, vulva, nipple, breasts</i></p> <ul style="list-style-type: none"> • Distinguish between appropriate and inappropriate touching. <p>Emotional Aspect.</p> <ul style="list-style-type: none"> • Begin to understand the range of feelings and emotions in different situations. • Be aware of their own feelings. • Understand that other people have feelings and know what affects them. <p>Spiritual Aspect.</p> <ul style="list-style-type: none"> • Know that each person is different but understand that all are equal in value. • Understand that people have different preferences views and beliefs. <p>Moral Aspect.</p> <ul style="list-style-type: none"> • Know what is fair and unfair and what they believe is right and wrong. <p>Physical Aspect.</p> <ul style="list-style-type: none"> • Know what to do or to whom to go to when feeling unsafe. 	<p><i>Pupils should:</i></p> <p>Social Aspect</p> <ul style="list-style-type: none"> • Recognise and understand the power of peer influence and pressure. • Understand the benefits of friends and families and the challenges and issues that can arise. • Understand the nature of bullying, including sexual harassment, and the harm that can result. <p>Sexual Aspect.</p> <ul style="list-style-type: none"> • Understand the physical and emotional changes which take place at puberty. • Know how babies are conceived. • Understand how the baby develops in the uterus and is born. <p><i>*children will use the correct vocabulary: penis, testes, testicles, vulva, nipple, breasts, uterus, cervix, vagina, fallopian tube, embryo, foetus ovum, ovary, menstruation, placenta womb, Amnion fluid, umbilical cord, gestation period, hormones sperm, testicles-scrotum, erection ejaculation</i></p> <p>Emotional Aspect.</p> <ul style="list-style-type: none"> • Know and understand the range of their own and others' feelings and emotions. • Understand the changes in feelings at times of loss and change. • Understand the situations which produce conflict. <p>Spiritual Aspect.</p> <ul style="list-style-type: none"> • Recognise the uniqueness and independence of individuals. • Understand that people have different beliefs which shape the way they live. • Acknowledge that there are mysteries in life and death. <p>Moral Aspect</p> <ul style="list-style-type: none"> • Know that people differ in what they believe is right and wrong. <p>Physical Aspect.</p> <ul style="list-style-type: none"> • Know what to do or whom to go to when feeling unsafe.

FP Science-Life processes and living things.	KS2 Science-Life processes and living things.
<p><i>Pupils should be taught:</i> 2.1 to name the external parts of the body. <i>*please see list of vocabulary.</i> 2.2 to recognize similarities and differences between themselves and other pupils. 2.3 to compare the external parts of the human bodies with those of other animals. 2.6 that humans and animals can produce offspring and that these offspring grow into adults.</p>	<p><i>Pupils should be taught:</i> 1.1 that there are life processes including nutrition, movement, growth and reproduction, common to animals, including humans. 2.9 the main stages of the human life cycle. <i>*please see list of vocabulary.</i></p>

The arrangements for delivering Sex and Relationships Education in school

SRE will be provided through

- class teachers
- Circle time.
- Stories
- National Curriculum subjects.
- Through lessons presented by outside agencies (School nurse)
- Visual resources including videos/DVDs recommended by Wrexham LEAWAG
- Welcoming expectant/ new mums to come and talk to the children about the needs of babies

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 SRE.

- Confident teachers who have had suitable training.
- Supporting pupils.
- Consulting with parents.
- Using distancing techniques.
- Group work.
- Co-ordinated inputs from school nurse and others.
- Girls and boys learning together but having the opportunity to discuss issues in single sex sessions.
- Clear guidelines on the boundaries of confidentiality.
- Guidelines pertaining to the use of outside agencies and visitors contributing to SRE in schools.

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 follow the child protection procedures.

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.

We do not wish to give the idea that sex and relationships are shameful. Children will be encouraged to discuss the content of the lessons with their parents/ carers.

Answering questions

- Staff will attempt to answer the children's general questions honestly giving consideration to the age and maturity of the child.
- If a child asks a question about values the teacher will refer the child to their parents/carers and try to avoid giving their own personal view.
- If a member of 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.

The role of parents/carers

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we

- Inform parents about the schools SRE policy and practice.
- Answer any questions that parents may have about this particular aspect of their education.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for teaching this aspect in the school.
- Encourage parents to be involved in reviewing the school policy and making modifications if necessary.

Parents right to withdraw children

If a parent is concerned we ask that they contact the school to discuss their concerns and to discuss if and how the concerns can be resolved, without withdrawing the child. We are aware that the children will talk to each other and the potential exists for a child who is withdrawn to learn about these matters 'second hand' from the rest of the class.

The school will include a statement on parent's rights to withdraw their children from SRE in the school prospectus.

Parents will be informed by letter and will also be given the opportunity to view the resources prior to these sessions taking place and they should put it in writing if they wish their child to be withdrawn from all or some of these sessions making it clear which aspects they do not want their child to participate in.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to SRE. In particular, the school nurse and other health professionals.

Monitoring and review

The Curriculum Committee of the governing body monitors our SRE policy on an annual basis. This 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 parents about the sex education programme and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.