



Plascrug CP School	Sex and Relationship Education Policy
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Sex and Relationships Education in Plascrug Community Primary School

What is Sex and Relationships Education in school?

It is part of Personal and Social Education. It is the way in which we help children to develop responsible and healthy attitudes to personal relationships and to understand about themselves, their own and others' feelings, physical and emotional development, family life and related ethical and social issues.

Aim

To provide an environment and a developmental programme which will equip all children in our care to manage their personal relationships in a healthy and responsible way; to understand their own physical development and human reproduction; to have the skills, attitudes, knowledge and self-esteem to live a happy and fulfilled life.

This policy is written to comply with the law regarding Sex and Relationships Education in Wales and is in line with the guidance provided in National Assembly for Wales Circular No 019/2010

Objectives:

1. To provide information appropriate to their ages and maturity about growth and development, puberty and human reproduction to all our pupils regardless of race, disability or gender.
2. To develop responsible attitudes to their own and others' health and well being.
3. To help them to develop an understanding of their own and others' feelings and how they can affect these.
4. To address concerns and misunderstandings children may have about relationships, from the media or their peers
5. To guide and protect them in managing unwanted sexual experiences including in the use of the internet, pressure from peers or other harassment (including learning about where to get help).
6. To help them to learn about friendships, families and other relationships and to value and respect friends and family as a source of love and affection.
7. To develop their understanding of the law around sexual activity, appropriate to their age.
8. To put all their learning about relationships and sexuality in the context of the values shared by our community.
9. To help children learn to take increasing responsibility for their own decisions and actions and have confidence and self-esteem.
10. To learn personal hygiene routines and take increasing responsibility for their physical well being as they approach adolescence.
11. Begin to address and challenge stereotyping.
12. To provide an atmosphere where children feel safe to enquire and learn about sensitive issues with adults whom they can trust.
13. To meet parents concerns and wishes about knowledge, attitudes and skills in our programme of Sex and Relationships Education.
14. To help pupils understand the place of sexual activity in human relationships; the significance of marriage and the diverse range of mutually supportive relationships outside of marriage for family life and the bringing up of children
15. To provide opportunities for open discussion of sensitive issues in a supportive and familiar environment in order to help pupils make healthy choices.

16. To make connections for our pupils with appropriate outside agencies such as the school nurse, GP and sexual health services.

How do we provide this in our school?

All the above objectives will be met through work that is integrated with our subjects or themes and will be accessible at parents’ discretion to all pupils regardless of race, gender or disability. Developing good communication skills is an important part of Sex and Relationships education and this will be a part of many of the class room activities we do, not only English and Welsh. Science includes much of the Knowledge and Understanding and will need to be supported by additional work around feelings and emotions. Some of the work will be dealt with through Circle Time activities. Developing self-esteem and respect for self and others is an integral part of everything we do here at Plasrug. Year 6 pupils follow a ‘Growing Up’ unit of work during the Summer Term. Parents are informed and provide written consent for the pupils to follow the unit. Pupils can be withdrawn if requested by the parents. The school differentiates work to meet the needs of SEN pupils and is understanding of the different religious beliefs of our pupils. Providing Sex and Relationships education is not the sole responsibility of the school. We shall work in close partnership with parents and health professionals and will also link this work with other related issues such as Drug and Alcohol education, smoking and healthy eating.

Planning the work:

All teaching about Sex and Relationships Education will be provided by the classroom teacher and integrated into our day to day planning. We shall follow the recommendations of the Framework for Children’s Learning for 3 to 7 year-olds, PSE Framework for Wales, and the guidance of the National Assembly for Wales document ‘Sex and Relationships Education in Schools’ Circular 019/2010.

The programme content will be recorded as part of PSE through our normal planning cycle, beginning when children first come into school and progressing through all ages with materials and content suited to pupils’ needs.

The following table provides a breakdown of what pupils should be given the opportunity to understand and learn during the Foundation Phase and Key Stage 2.

Foundation Phase: Personal Development, Well-Being and Cultural Diversity

Personal Development	Social Development
Become independent in their personal hygiene needs and to be more aware of personal safety.	Be aware 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 be willing to compromise. Form relationships and feel confident to play and work cooperatively.
Express and communicate different feelings	Value friends and families and show care and

and emotions- their own and those of others.	consideration.
Become independent thinkers and learners.	<p>Appreciate what makes a good friend.</p> <p>Develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity.</p> <p>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.</p> <p>Treat people from all cultural backgrounds in a respectful and tolerant manner.</p> <p>Develop an understanding of the diversity of roles that people play in different communities.</p> <p>Begin to question stereotyping.</p>
Moral and spiritual development	Well-being
Communicate about what is good and bad, right and wrong, fair and unfair, caring and considerate.	<p>Be aware of their own feelings and develop the ability to express them in an appropriate way.</p> <p>What to do or whom they should go if they feel unsafe or need assistance.</p>
<p>Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex.</p> <p>Ask questions about what is important in life from a personal perspective and from the perspective of others.</p>	<p>Understand the relationship between feelings and actions and that other people have feelings.</p> <p>Demonstrate care, respect and affection for other children, adults and their environment.</p> <p>Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings.</p> <p>Develop an understanding that exercise and hygiene and the right types of food and drink are important to healthy bodies.</p> <p>The different parts of the male and female body and the distinction between appropriate and inappropriate touching.</p>
Knowledge and understanding of the world	
Express their own opinions and feelings, and making decisions while considering the viewpoints of others.	
Identify the similarities and differences between themselves and other children.	
Key Stage 2	
PSE Framework	Science SRE
The reason for their physical and emotional changes which take place at puberty, to include conception, pregnancy and birth.	The names, positions, functions and relative size of a human's organs.
The range of their own and other's feelings	

and emotions.	
How to distinguish between appropriate and inappropriate touching.	
The importance of personal safety.	
What to do or who to go to when feeling unsafe.	

Answering pupils' questions/dealing with sensitive issues

It is our policy that children are encouraged to ask questions about all aspects of their education. When teachers are dealing with questions about Sex and Relationships they will use their professional judgement in providing answers which are appropriate to the age and maturity of the child or of other children who may be listening. There may be times when teachers feel that children should be advised to ask another adult, probably a parent, and if this happens, teachers will try to inform parents/carers if the child is willing, or check with them that the issue has been dealt with.

As part of our programme of Sex and Relationships Education we will talk to pupils about a number of sensitive issues. If parents have any concerns about these issues, it is our policy to discuss our approach and to reassure parents that all issues are raised in a context of loving and caring, of respect for ourselves and others and for the variety of sexual relationships including marriage which young people will encounter in their adult lives.

HIV/AIDS

Pupils will be taught from a very early age that some germs can be passed on by touching blood or urine. They will be taught simple **hygiene routines** to avoid the risk of anyone passing on any infection. This will include covering cuts with plasters, not touching wounds or grazes (but letting the teacher deal with these while wearing plastic gloves) and mopping up spills with disinfectant while wearing plastic gloves. In the case of small children, the teacher will deal directly with these issues. At an appropriate time they will learn more about germs and some of the diseases they cause.

Confidentiality

HIV/AIDS – no pupils or parent should need to disclose if a pupil is HIV positive provided the simple hygiene rules are properly followed. (*Where such a pupil is in school, the risk of infection by ordinary germs such as the common cold is far greater than the risk of them infecting others with HIV. The social implications of their HIV status being known to others would be detrimental both to the individual pupil and to the school.*)

Teachers and pupils should all be aware that some information cannot remain in confidence and this is always the case where to keep confidentiality may risk harm to the pupil or to another person. Where a pupil discloses anything which may have a bearing on abuse of a sexual or any other nature, the school's Child Protection procedure must be followed. This will necessarily mean telling other adults. Teachers need to make this clear to pupils in as sensitive a way as possible.

The simple rule is: never promise confidentiality.

Where child protection is not an issue but information needs to be passed on for the pupil's own good, the teacher concerned will discuss with the pupil first who to tell and what might

happen as a result. Wherever possible, pupils will be encouraged to seek help first from their parents.

Disclosure of pregnancy or sexual activity: are strictly a Child Protection issue and must be reported to the CP Co-ordinator immediately.

Training:

Many teachers lack confidence in addressing Sex and Relationships Education for the first time. All teachers, including the PSE co-ordinator, will have the opportunity of training which can be funded through the GEST programme.

Involvement of visitors and outside agencies:

We welcome the input of any outside agencies able to support us in meeting our objectives. We particularly welcome our School Nurse to help us develop resources and to talk to children about puberty and reproduction. We shall follow the good practice guide lines in the PSE Policy when involving visitors in our programme.

Using visitors as part of our programme

It is good practice for the teacher to use expertise in any area of the PSE programme when available. The PSE plan will identify where a visitor can help to support the programme.

The following good practice guide lines will apply when visitors are involved in school:

- care will be taken in inviting visitors to the class room to see that their views do not conflict with school or LEA policy and that no pupils or their families will be unnecessarily offended by the views expressed.*
- there will be careful joint planning between the visitor and the class teacher, preferably involving the pupils in thinking through what they want to know and who might be a good person to invite.*
- the teacher will **always** be present throughout the visit to ensure continuity, evaluate the effectiveness of the visit and take responsibility for the children during the visit.*
- visitors will be made aware of our health and safety policy.*
- follow up work will take place with the class after the visitor has left, in order to maximise the impact of the visit.*

Resources

It is our policy to use high quality resources that are up to date, suitable for both boys and girls, suited to the age and maturity of our pupils and wherever possible available bilingually.

Parents:

We welcome the partnership of parents in developing and providing this programme. Parents are welcome to look at the resources and programme content whenever they wish. We acknowledge that parents have a right to withdraw children from this programme if they so wish and it is our policy always to discuss the programme with parents who have any concerns. However, we remind parents that much of the content of the programme in the upper junior school is part of Science and as such children cannot be taken out of these lessons.

When human reproduction is covered at the top of the school, we shall write to parents at the start of the term so that they can also talk to their own children and answer any questions that may arise.

Monitoring and evaluation:

The PSE co-ordinator will be responsible for monitoring and evaluating the Sex and Relationships programme in the same way as all other subjects. The policy will be reviewed annually by the governors.

Chair of Governing Body: _____

Headteacher: _____

Date: _____

Review Date: _____