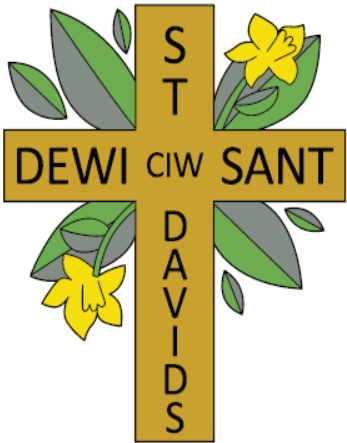


# Saint David's CIW Primary School

Gynradd yr Eglwys yng Nghymru Dewi Sant



## SRE Policy

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## Document Control

<b>Organisation</b>	St David's Church in Wales Primary
<b>Title</b>	SRE Policy
<b>Author</b>	
<b>Owner</b>	Head Teacher and Governing Body
<b>Protective Marking</b>	NOT PROTECTIVELY MARKED
<b>Review date</b>	Every 3 years

## Revision History

<b>Revision Date</b>	<b>Revision</b>	<b>Previous Version</b>	<b>Description of Revision</b>
28/1/2019	1.0	N/A	Policy created and signed off

Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Headteacher:

.....

Date approved: ..... (by full Governing Body)

Date of review: .....

## **Introduction**

Sex and Relationships Education (SRE) is lifelong learning about sex, sexuality, emotions, positive relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of children and young people. It begins informally in the home with parents/carers long before any formal education takes place at school.

It is our belief that our pupils should experience a planned programme of SRE that offers them the opportunity to explore attitudes and values and to develop skills and knowledge appropriate to their age, understanding and development. This policy sets out our programme of SRE. This is closely linked to our delivery of Personal and Social Education (PSE). Our SRE programme promotes equality, recognises diversity and shows respect to others regardless of their sexual orientation.

## **Rationale**

It is known that good quality SRE programmes can help pupils to develop positive attitudes and values that influence the way they behave; begin to develop the skills needed to make responsible and well-informed decisions about sexual health and well-being; gain respect for themselves and others; appreciate the importance of stable and loving personal relationships; appreciate diversity and celebrate difference; and know how to get appropriate advice and support. Good quality SRE can also help pupils delay their first sexual experience and practice safe sex.

## **Aims of the policy**

Our school aims to promote the spiritual, moral, cultural, emotional and physical development of pupils at our school, in order to deal with the changes in puberty; to develop the skills and self-respect to be confident in adolescence; and prepare them for the opportunities, responsibilities and experiences of adult life. We will:

- Help children understand the importance of stable and loving relationships, respect, love and care;
- Help children to understand the information and situations they come across and to put them in a values framework;
- Help children to communicate about matters to do with their bodies and relationships without embarrassment;
- Provide information on:
  - Loving relationships
  - Names of parts of the body
  - Appropriate and inappropriate touching
  - Different kinds of families
  - The process of reproduction
  - The physical and emotional changes associated with puberty
  - The development of the foetus in the uterus and the birth

- The needs of babies and the responsibility of parenthood;
- Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children;
- Teach children to respect themselves and other people;
- Help children to understand their own feelings and the feelings of others.

### **Links to legislation, national guidance and other school policies**

In accordance with guidelines set out in the Education Act (1996) our governors have agreed that SRE will be taught throughout the foundation phase and key stage 2. This policy has been developed with reference to the following documents:

- Sex and Relationships Education in Schools. Guidance 082/2010 (Welsh Government, 2010)
- Personal and Social Education Framework (Welsh Government, 2008)
- Foundation Phase Framework (Welsh Government, 2015)
- Science in the National Curriculum for Wales (Welsh Government, 2008)
- All Wales Child Protection Procedures (Welsh Government, 2008)
- Respecting Others, Anti Bullying Overview. Guidance: 050/2011 (Welsh Government, 2011)
- Equality Act (UK Government, 2010)

This policy will not be seen in isolation as it has clear links with other school policies;

- Child Protection
- Confidentiality
- PSE
- Anti-bullying
- Equalities

Add in any other policies

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- Equality Act (UK Government, 2010)

### **Policy exceptions, withdrawing pupils from SRE**

In accordance with section 405 of the Education Act 1996 if the parents/carers of any pupil requests that their child be wholly or partly excused from receiving sex education, the pupil shall be excused accordingly until the request is withdrawn; except for when the education is part of the National Curriculum. Parents/carers

are asked to inform the head teacher. These pupils will be transferred temporarily to another class.

**In the instance that the right to withdraw is exercised, parents/carers will be made aware that SRE could arise naturally from class discussion.**

### **Parental involvement**

We believe that the primary role of SRE for our pupils lies with the parents/carers. However, we wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents prior to delivering any SRE
- Take seriously any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the school

### **Confidentiality and Child Protection**

If any member of staff hears or sees something during SRE lessons that suggests a pupil is at risk of serious harm or of causing serious harm to others; or if a pupil discloses that they are involved, or likely to be involved in sexual activity, the member of staff must share that information with our child protection coordinator. This will be dealt with in line with the *All Wales Child Protection Procedures* and our *child protection policy*.

In line with our *confidentiality policy* it should be noted that our staff cannot offer unconditional confidentiality. When delivering SRE lessons our teachers will use ground rules and will:

- Discuss confidentiality with the pupils and ensure they are aware of confidentiality boundaries
- Ask the older pupils not to discuss the content of the lessons with the younger pupils
- Remind the pupils that personal questions should not be asked
- Encourage pupils to discuss content of lessons with parents/carers

In relation to personal disclosures, we will:

- Ensure that pupils know that teachers cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures and the pupil will be told what will happen to any personal information they might disclose
- Reassure the pupil that their best interests will be maintained

Follow the school *child protection policy* if there is any possibility of abuse.

### **Answering pupils' questions**

The governors and staff are in agreement that we should answer our pupils' questions in relation to SRE in an appropriate way. They expect staff to use their professional judgement and discretion when faced with, or answering questions which they deem to be of a sensitive nature.

During SRE lessons teachers will use a question box which gives pupils the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses. However, questions can arise at any other time.

- Staff will attempt to answer general questions honestly, openly and factually.
- They will consider the pupils' age, maturity, family background, culture, religious beliefs and differing experiences.
- If a pupil asks questions about values, teachers will refer the pupil to its family and will try to avoid giving own views as the only right one.
- If the staff member feels that they are unable to answer in a manner suitable to the age and maturity of the pupil, they can seek support of the head teacher, who may encourage the pupil to discuss the issue with their parents.
- If a question is too personal or explicit, our teachers will remind the pupil of the ground rules. If the pupil needs further support, the teacher will refer the pupil to an appropriate person such as our school nurse, parent/carer or an outside agency.
- If our teacher does not know the answer to a question, they will acknowledge this and will clarify the answer with colleague's / head teacher.

If a question feels 'too old' for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the pupil will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class.

### **Delivery of SRE**

Our governors have agreed that our core SRE programme will be delivered by our class teachers. We will always have two members of staff present when SRE is delivered. This approach makes the content appear ordinary and allows plenty of opportunity for pupils to come back to staff with any questions. Pupils are encouraged to speak to the member of staff they feel most comfortable with.

We recognise the value of involving outside speakers within the SRE programme as appropriate for example the School Nurse and NSPCC. We will always check the content of their session to make sure that messages are consistent. A member of staff will be present throughout.

## **SRE programme**

We will teach sex and relationships education with the context of the Framework for Children's Learning for 3 to 7 Year Olds and the Personal and Social Education Framework for 7 to 19 Year Olds as a basis for provision; as well as the Science Curriculum Order. See appendix 1.

### **Foundation phase, by the end of year 2 pupils will:**

Recognise parts of their body in order to differentiate between male and female and will be able to distinguish between appropriate and inappropriate touch. Terms used for male are penis and testicles and the terms used for female are breasts and vagina.

### **Key stage 2, by the end of year 6, pupils will understand:**

- the reasons for the physical and emotional changes that take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touch

## **11.1 Ground Rules**

To create a safe environment with clear boundaries and to protect individual privacy we will prior to SRE lessons establish clear ground rules.

## **11.2 Marriage**

When we deliver SRE, we also teach the nature of marriage as well as the importance of family life in accordance with the education act 1996 (section 403 1 and 1A). We will also refer to civil partnerships and same sex marriage.

## **11.3 Same Sex Relationships**

There are no, and never have been, any legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and responding to, and preventing, homophobic bullying. Teaching about sexual orientation does not mean that we will be teaching about sex or sexual activity. Instead, we will be celebrating difference and diversity.

## **Complaints**

If any parent/carer has any cause for concern about our SRE policy and programme, they should approach the head teacher. If the concern cannot be resolved the school governors can be contacted and the school complaints policy followed.

## **Monitoring and evaluation**

- This policy will be reviewed every 3 years or more often if appropriate (e.g. new legislation or resources).



- The head teacher and governing body is responsible for reviewing SRE delivery and the pupil's evaluations to ensure that the programme is responsive to the needs of pupils and that a supportive learning environment is maintained for all.