**Ysgol Mynydd Bychan**

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**Sex and Relationships Education Policy**

**11/05/21**

**Introduction**

This policy addresses the legal requirements re. Sex Education for schools contained in Education Act 1996 and takes account of the implications of the Equalities Act 2010. Our previous policy has been revised to take account of the following national strategies and Welsh Assembly Government guidance:

* Sexual Health and Wellbeing Action Plan, 2010 -2015
* Guidance on sex and relationships education (SRE) in schools (2010)
* Personal and Social Education Framework for 7 to 19-year-olds.
* The framework for children’s learning for 3-7 year olds in Wales

**Links with other policies**

This policy should not be seen in isolation as it has clear links with the following school policies:

* Personal and Social Education (PSE)
* Privacy
* Safeguarding
* Anti-bullying
* Equalities policy and plan
* Cardiff LEA SACRE agreed policy for RE.

**Rationale**

Ysgol Mynydd Bychan aims to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, emotional and physical development of every learner and prepares them for the opportunities, responsibilities and challenges of adult life.

The governors and staff of our school believe that PSE is an essential element in a balanced and holistic education.

SRE in our school is taught in the context of the Foundation Phase and the PSE Framework for Wales. We believe that a well planned SRE programme will equip learners with the skills and knowledge to make safe and responsible choices as they grow up.

We recognise that we live in a diverse society and learners will come from a variety of family backgrounds. SRE will be taught within a broad values framework and the personal beliefs and attitudes of teachers will not influence the teaching of SRE. Our SRE programme will aim to be sensitive and respect differences whilst enabling learners to understand the importance of a stable, secure and loving environment for family life.

**Aims**

Our programmes of study will aim to help learners to move with confidence from childhood through adolescence into adulthood and 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
* understand the physical and emotional aspects of puberty
* gain respect for themselves and others
* appreciate diversity and celebrate difference
* build successful relationships
* appreciate the importance of stable and loving personal

 relationships

* recognise the difference between appropriate and inappropriate touching and behaviour

* know how to get appropriate advice and support

**The management and organisation of SRE**

* The governing body will monitor the implementation of the SRE policy and review it every 3 years or more frequently if issues are identified by staff, parents and or national/county guidance.
* The head teacher will ensure that the policy is implemented and provide a written statement for the governing body in the Headteacher’s report. The head will also be responsible for liaising with parents and informing them of their right to withdraw their child from SRE lessons
* The PSE coordinator will be responsible for:
	+ formulating the programme of study and liaising with colleagues to ensure provision across the school
	+ liaising with the Science and RE subject leaders to ensure that all statutory requirements are met.
	+ Monitoring and evaluating the programme of study and the resources used
	+ Consultation with learners
	+ Addressing the CPD needs of staff delivering the programme
	+ Liaising with outside agencies and coordinating their involvement with the SRE programme

**The delivery of the SRE programme**

In the Foundation Phase SRE will be largely delivered through the following curriculum aspects: Personal and Social Development, Well-being and Cultural Diversity and Knowledge and understanding of the World.

At Key Stage 2 (KS2) SRE forms part of the school’s PSE provision with Science and Religious Education contributing to particular aspects. The PSE

coordinator will be responsible for coordinating the delivery of SRE and providing support to class teachers

* Class teachers will usually be responsible for providing the programme, together with support from the school nurse.
* SRE will be taught in mixed gender groups in class with single sex follow up sessions with the school nurse

**The content of the SRE programme**

The SRE programme for each year group is laid out in the curriculum map.

**Specific sexual health issues**

We will aim to ensure that appropriate consistent language is used by teachers and health professionals contributing to the SRE programme and that learners are encouraged to use the same terms during lessons.

Where learners ask questions about matters outside the parameters of the primary SRE curriculum, e.g. contraception and abortion, teachers will acknowledge the question, give a very brief answer and suggest that learners talk to their parents/guardians if they would like to know more.

**Resources**

At KS2 ‘SENSE – Growing up and Keeping safe’ and the ‘Growing Up’ resources, designed to support the SENSE programme, will provide the basis for the delivery of the SRE programme. During the Foundation Phase a variety of resources will be used including stories, Circle Time and anatomically correct baby dolls.

**Confidentiality**

Teachers and health professionals cannot offer unconditional confidentiality to learners in SRE.

* + If a teacher hears or sees something during SRE lessons which suggests a learner is at risk of serious harm or causing serious harm to others they will alert the designated member of staff responsible for safeguarding and child protection procedures
	+ The use of agreed ground rules in KS2 classes will create clear boundaries, discourage learners from sharing personal information in a class setting and ensure everyone feels respected and safe
	+ Teachers will encourage learners to place their questions in a question box which will give staff ‘thinking time’ before answering
* If questions of a personal nature are raised learners will be encouraged to talk to their parents/carers

**Involving learners**

The views of learners will be sought through Assessment for Learning techniques and evaluation questionnaires to ensure the programme meets the needs of all learners

* boys and girls will be given the opportunity to work in single sex groups where appropriate
* the resources used will reflect the perspectives of a variety of cultural and religious backgrounds.

**Continuing professional development**

* Key staff teaching SRE will be given the opportunity to attend appropriate training courses
	+ The school will share good practice through classroom observations, Professional Learning Communities and discussions in staff meetings.

**Working with parents/carers and the wider community**

Parents/carers have the right to withdraw their child from sex education, (except SRE delivered as part of the KS2 Science programme of study) and those wishing to exercise this right are asked to inform the headteacher in writing as set out in the schools prospectus.

The school will consult with parents on the SRE programme through posting information on the school website, information letters and holding parents evenings.

**The involvement of health professionals and** **external agencies**

Parents and health professionals will be asked to support the delivery of SRE in the Foundation Phase, where appropriate e.g. in bringing in new babies or talking about baby clinics. All those contributing to the programmes of study will be asked to work within the parameters of the school’s policy.

**Monitoring and evaluation**

* The PSE coordinator and Head teacher are responsible for monitoring standards of SRE learning and teaching
* The headteacher will ensure that the findings from staff, parent and learner evaluations contribute to the school’s self-evaluation process and to the policy review process.

**Arrangements for reviewing and updating the policy**

* The policy was agreed by staff/governors on …………………………..
* Parental views on SRE provision feed into policy reviews
* Learners’ views on SRE provision within the school feed into policy reviews and are sought through:
* Consultation with the school council
* Evaluations of programmes
* Assessment for Learning strategies

 The policy will be reviewed in 2021

Signed:- …………………………………………………………………….

Chair of Governors

Signed:- ……………………………………………………………………..

 Date:- Headteacher

Dear Parents / Guardians,

 The Welsh government requires all schools to offer pupils a personal development and relationships education programme. These lessons help learners to move through their childhood to adolescence confidently. As you may be aware, the school delivers an age appropriate programme for Key Stage 2 pupils and this year we have extended the programme to Foundation phase pupils to ensure that they receive important messages about personal safety.

Year \* \*

• Lesson 1 – The NSPCC's underwear rule – keeping private parts in private, using appropriate names for parts of the body

• Lesson 2 – touching and the right to say ' no '

• Lesson 3 – Keeping Secrets, people you can trust

• Lesson 4 – Keeping clean

The greatest emphasis is on helping children to understand how to keep themselves and their bodies safe. These lessons build on the work we do with the children throughout the year about friendship, understanding emotions and how they grow.

The lessons are based on the NSPCC ' PANTS ' campaign. Their website also has excellent resources for parents/carers to use with their children. If you would like to view these resources, please visit: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/. If you need more information about lessons, see your child's class teacher.

You have the right to ask for your child to be taken out of the personal development and relationships lessons, but we hope there will be no need to do so. The lessons are an opportunity for children to learn about important subjects, using appropriate messages and resources given their age. Teachers conduct these lessons sensitively and professionally. You only need to return the slip below if you would like to remove your child from these sessions.

Thank you for your cooperation.

 Yours sincerely.

…………………………………………………………………………………………………

I don't want my child to take part in the lesson

(i) Personal development and relationships I would like to draw my child out of the Lesson

 (i) (Please circle): 1 2 3 4 All

**Outline of KS2 lessons**

**Year 3**

* Lesson 1 – ‘Relationships’ – what makes a good friend?
* Lesson 2 - Friendships – Developing empathy'
* Lesson 3 – Similarities and differences in male/female' Look at stereotypes – boy/girl, main physical difference between 'male' and 'female', no formal language used for sexual parts of body
* Lesson 4 – ‘Appropriate and inappropriate touch'

**Year 4**

* Lesson 1 – ‘Family differences – What makes a family?’
* Lesson 2 – ‘Human lifecycle’ and changing responsibilities
* Lesson 3 – ‘Physical differences between males and females’ – Naming body parts. Use of proper names for body parts including sexual parts
* Lesson 4 – ‘Growing up and keeping safe' – every child’s right to feel safe and secure to know where to go for support and advice if feeling unsafe and insecure

**Year 5**

A Question box is used in class for pupils to write anonymous questions

* Lesson 1 - 'Friendships' – Similarities and differences between people contribute to diversity of friendships
* Lesson 2 – ‘Physical changes during puberty’
* Lesson 3 - Puberty – Menstruation, male changes.

**Year 6**

A Question box is used in class for pupils to write anonymous questions

* Lesson 1 - 'Puberty – the reproductive system’. Recap on puberty, body parts relating to reproductive system
* Lesson 2 – ‘Relationships – What is love?’
* Lesson 3 - 'Puberty – importance of physical hygiene’. Also further explore emotional changes.
* Lesson 4 – ‘Reproduction’ – Revision of body parts, discuss conception.