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| *Ysgol**Gynradd**Adamsdown* |  | *Adamsdown* *Primary* *School* |

**Policy**

**for**

**Sex and Relationships Education Policy**

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Head Teacher**

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**Reviewed March 2021**

**Introduction**

This policy addresses the legal requirements in relation to Sex and Relationships Education Act for schools. This is contained in Education 1996 and takes account of the implications of the Equalities Act 2010. This 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 7-19 year olds.
* The framework for children’s learning for 3-7year olds in Wales

**Links with other policies**

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

* Personal and social education (PSE)
* Safeguarding/child protection
* Anti-bullying
* Equality and diversity

**Rationale**

Adamsdown Primary School 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
* 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 provides a written statement for the governing body as part of his/her annual report. The head will also be responsible for liaising/consulting 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. This will continue pending review and implementation of the recent SRE Foundation Phase programme, rolled out to schools during Spring Term 2018.

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.

SRE will be taught in mixed gender classes in year 3 and 4.

The programme will taught in single sex classes in year 5 and 6.

The decision for how and which Year groups the Foundation Phase programme (2018) will run will be dependent on views from staff, governors, parents and pupils.

**The Content of the SRE Programme**

The SRE programme for each year group is laid out below.

Outline of lessons

**Year 3**

Lesson 1 – Relationships – ‘What makes a good friend?’ – Circle time, discussion (SENSE resource)

Lesson 2 – Friendships –‘Developing empathy’ – Circle time (SEAL resources)

Lesson 3 – ‘Similarities and differences in male/female’. Look at stereotypes –boy/girl – Circle time, sorting objects activity, introduces the main physical difference between ‘male’ and ‘female’ through pictures of babies, no formal language used for sexual parts of the body. (CWP)

Lesson 4 – ‘Appropriate and inappropriate touch’ – Using a range of objects, discuss what they like to touch. Discuss different touches, e.g. hugs, scratch, etc. What do they like, don’t like – discussion. (Sense resource)

**Year 4**

Lesson 1- Family differences-‘What makes a family?’, who can you talk to? (CWP)

Lesson 2- ‘Human life cycle’- Sequence pictures for human life cycle. Emphasis the nature of constant change and the positive side of growing up and how that impacts on our life and what we can do at different stages. (CWP)

Lesson 3 – ‘Physical differences between males and females’ – Naming body parts. We use the proper names for body parts including sexual parts e.g. penis and vagina.

Lesson 4- ‘Growing up and keeping safe’- watch SENSE CD - it is every child’s right to feel safe and secure. Children should know where to go for support and advice if feeling unsafe and insecure.

**Year 5**

Lesson 1- Relationships – ‘What is Friendships’- Similarities and differences between people contribute to diversity of friendships. SENSE, discussion.

Lesson 2- ‘Physical changes at puberty’ –SENSE

Lesson 3 – ‘Puberty’ – Channel 4 Living and Growing DVD, short clip of emotional and physical changes.

Use of PowerPoint to discuss general changes boys and girls go through, menstruation, growing up, emotional and physical changes.

Lesson 4- Puberty- Boys/Girls groups – separate lessons for boys and girls so more detailed questions can be answered (CWP).

**Year 6**

Lesson 1 – What is love? Discussion, SENSE

Lesson 2- Puberty –importance of physical hygiene, SENSE

Lesson 3 – Puberty –revision of Year 5 materials use SENSE DVD Reproduction PowerPoint, naming body parts, how the body changes during puberty in preparation for reproduction. (CWP)

Lesson 4 – Relationship timeline, conception and pregnancy. (CWP)

**Specific Sexual Health Issues**

We will aim to ensure that appropriate consistent language is used by teachers 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 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 – Making Sense of Growing up and Keeping Safe’, ‘Growing up’- interactive whiteboard resource, Teaching SRE with confidence in Primary Schools and The Christopher Winter Project, 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 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 head teacher in writing as set out in the school’s prospectus. The school will consult with parents on the SRE programme through posting information on the school website and holding parents evenings.

**Monitoring and Evaluation**

* The PSE coordinator and Head teacher are responsible for monitoring standards of SRE learning and teaching
* The Head teacher 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 and are sought at parents evenings
* Learners’ views on SRE provision within the school feed into policy reviews and are sought through
* Consultation within the school council
* Evaluations of programmes
* Assessment for Learning strategies

Head Teacher …………………………………………

Chair of Governors …………………………………………

Dated ……………………………………………..