Cyfadran Addysg a Addysg Gydol Oes a Hamdden

Directorate of Education and Lifelong Learning

Waunfawr Primary School

Sex and Relationships Education Policy

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A greener place
Man gwyrddach

CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

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Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.

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1.0 Background information about the school and its community

Where is school situated, numbers of pupils on role, ethnic backgrounds of pupils etc.

2.0 What is SRE?

The term sex and relationships education (SRE) is used in this policy rather than *sex education.* SRE encompasses the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE aims to equip children and young people with the information, skills and values to develop their:

- Self esteem
- Skills for successful relationships
- Emotional literacy
- Ability to make informed choices and minimise risk
- Ability to keep themselves and other people safe
- Own attitudes, values and beliefs
- Ability to access help and support
- Self confidence and positive attitudes towards their bodies and their sexuality

Parents have the right to withdraw children from “sex education” lessons, which fall outside those aspects covered in the National Curriculum Science, as stipulated in Section 405 of the Education Act 1996.

3.0 Why Teach SRE?

Legal Framework for SRE

Under the Education Act 2002, SRE became a compulsory part of the basic curriculum in all secondary schools. Primary schools are also required to have a policy on SRE, outlining details of their SRE programme or explaining their decision not to provide SRE. The Welsh Government recommends that primary schools have a graduated programme of SRE tailored to the age and emotional maturity of the children.

The delivery of Sex and Relationships Education within the school supports the United Nations Convention on the Rights of the Child (UNCRC), protecting all children and young people aged 0-17 years with their human rights.

Article 28: You have the right to an education

Article 34: You have the right to be protected from sexual abuse.

4.0 Policy Formation and Consultation Process

Pupils	
Parents	
School Staff (including governors)	23rd November 2021

School to insert how the above have contributed to the development of the policy.

5.0 Management and Organisation of SRE

A whole school approach will be adopted to ensure that all parties who make up the wider school community are actively involved regarding SRE.

Governing Body	
Headteacher and SMT	
The PSE/ SRE Co-ordinator	
Teaching and Non-teaching staff	
Parents/ Carers	
School Nurse	
Outside Agencies	
Pupils	

School to provide a brief description of school specific roles and responsibilities.

6.0 Continuous Professional Development

School to provide details of how teachers training needs are addressed, and how training is cascaded.

7.0 Aims of the SRE Policy

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to gain skills that will allow them to make use of this knowledge. SRE should always be age appropriate and developmental, ensuring that pupils revisit areas in order to build upon existing knowledge and skills as they progress through the school. All organisations should commence SRE with children from three years of age (The Foundation Phase). SRE aims to provide children and young people with:

- Knowledge about physical, social and legal implications of sex and relationships with their intention of assisting them to make well-informed decisions about managing their relationships
- Information about how to access services and gain specific specialised information and advice
- Opportunities to identify their strengths and to build their confidence
- Opportunities to identify with positive role models and explore their attitudes to sex and relationships

8.0 Delivery of the SRE Programme

Sex and Relationships education within the school is mainly delivered as part of the PSE programme. It also forms part of the statutory science curriculum.

Primary Education Setting:

Learners at Foundation Phase will be given opportunities to:

- value themselves;
- recognise and communicate their feelings:
- form friendships and relationships
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch.

Learners at KS2 will be given opportunities to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships

and to understand:

- the reasons for the physical and emotional changes which take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- name the parts of the body in order to distinguish between male and female
- the difference between appropriate and inappropriate touch.

9.0 The organisation of the Sex and Relationships Education Curriculum

Our named Wellbeing Coordinator is: Miss Libby Tomkinson and they are responsible for planning and evaluating the SRE curriculum. In our school we deliver SRE both through discrete, planned lessons, as well as through coordinated cross-curricular teaching.

Primary Education Setting:

The school uses Jigsaw throughout the Primary phase to deliver 3 specific lessons per year group. An overview can be found below:

We welcome the involvement of visitors from external agencies to complement the core delivery by teaching staff.

All visitors are supported in the classroom by a teacher and are informed about the school's SRE policy and scheme of work.

10.0 Specific Sexual Health Issues

Everyone has their right to their own opinions and views, and SRE is taught without bias. Topics are presented in a way that considers all viewpoints, so pupils are able to form their own opinions, and also encouraged to respect others. Lessons are always taught in third person – some people, etc to prevent stigmatisation of any group of people

Sometimes an individual child may ask an explicit or inappropriate question. These questions do not have to be answered, and will be addressed later.

School to add if they have any question boxes for pupils to anonymously ask a question, and information regarding child protection issues will be followed up.

11.0 Language

Correct terminology for all body parts and functions will always be used during SRE sessions.

12.0 Resources

PSE is delivered through the Jigsaw scheme of work on a weekly basis throughout to ensure the PSE Framework for Wales is fully delivered. In addition to this, the school utilises the following resources to deliver specific sessions as stated above.

Primary Education Setting:

Jigsaw SOW
SENSE DVD
Growing Up resource

13.0 Confidentiality

Pupils' confidentiality is respected throughout SRE lessons, and it is made clear to pupils that anything disclosed during SRE sessions will not be repeated unless it is felt that a person may be at risk or harm.

The school has a wellbeing team who meet to discuss concerns and prioritise children for ELSA sessions where needs arise.

Provision is made for pupils whose parents have withdrawn them from SRE lessons (state how – working in another classroom, in office etc.).

14.0 Equalities

Our SRE Programme aims to be inclusive to all regardless of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, Welsh language, BSL and other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

15.0 Involvement of Health Professionals and External Agencies

We welcome the involvement of visitors from external agencies to complement the core delivery by teaching staff. All visitors are supported in the classroom by the class teacher and are informed about the school's SRE policy and scheme of work.

16.0 Monitoring and Evaluation

The Health and Wellbeing lead is responsible for monitoring standards of SRE teaching and learning.

The Health and Wellbeing lead will provide regular updates to the governing body on how effective the policy and procedures have been.

A formal evaluation will take place every 2 years.

I confirm that I have read and understood this policy. I have had an opportunity to ask questions and will ensure that the principles of this policy will be reflected in my practice.

Name of staff member	Job Role	Date	Signature

17.0 Appendix 1 – Services to support schools

Blackwood Basement:

Information drop in centre open to all 11-25 years olds providing support and advocacy.

01495 235511

Betty for Schools:

Helping to create a generation of boys and girls who are truly at ease at talking about puberty.

https://bettyforschools.co.uk/

Contraception and Sexual Health Clinics:

Find your nearest sexual health clinic within the Aneurin Bevan University Health Board.

http://www.wales.nhs.uk/sitesplus/866/page/60990/

Gwent C-card Scheme:

Scheme aimed at 11-25 year olds living in the Gwent region. Providing young people free condoms and sexual health advice and information.

http://www.wales.nhs.uk/sitesplus/888/page/67276/

NSPCC 'Speak Out, Stay Safe' Campaign

Available to all Primary Schools, the 'Speak Out, Stay Safe' campaign aims to equip children with the knowledge and understanding of staying safe from abuse and neglect.

https://learning.nspcc.org.uk/services/speak-out-stay-safe/

Sexwise:

Honest advice about contraception, pregnancy, STI's and sexual wellbeing.

https://sexwise.fpa.org.uk/

Spectrum:

A whole school approach to tackling domestic abuse and educating schools about healthy relationships.

http://spectrumproject.co.uk/

Policy Authorised by:	Darryl Rees	Chair of Governors	
Policy implemented by:	Melissa Armishaw	Headteacher	
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