

Sex and Relationships Education Policy

SRE Introduction and Rationale

The objective of sex and relationships education (SRE) at Jubilee Park Primary School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is also essential if young people are to make responsible and informed decisions about their lives. A successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should prepare them to develop considered attitudes, values and skills which influence the way they behave.

The Education Act 1996 states that the Governing Body and Headteacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. Schools should also make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any such parent who asks for one.

SRE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up children. Nevertheless, the Welsh Government recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils come from a variety of family backgrounds. Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances (Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

Jubilee Park Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS). The WNHSS National Quality Award provides schools with a framework for the development of personal development and relationships. The Sexual Health and Wellbeing action plan for Wales highlights the importance of school based SRE and the role that it plays in a child's sexual health development and behaviour.

This SRE policy has clear links with other school policies including:

- Anti-bullying policy
- Safeguarding policy



- Equal Opportunities Policy
- Race Equality Policy
- Substance Misuse Education and Incident Policy

Aims

At Jubilee Park Primary School we aim to develop age appropriate SRE in the context of a broad and balanced curriculum that is integral to the seven areas of learning of the Foundation Phase and or PSE framework for 7-19 year olds. The school aims to achieve the following outcomes for all pupils.

At the end of the Foundation Phase pupils may be able 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 and
- understand the difference between appropriate and inappropriate touch.

At the end of Key Stage 2 pupils may understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth;
- the range of their own and other's' 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 and
- understand the difference between appropriate and inappropriate touch.

Delivery of SRE

The SRE programme is taught by class teachers in mixed gender classes wherever possible. Involvement of external agencies such as the school nursing team helps to enrich the delivery of SRE but does not replace SRE within the taught curriculum. Outside agencies are made aware of their role within the delivery of SRE and are provided with a copy of the school's SRE policy.

Content of the SRE Programme

Personal and social development, wellbeing and cultural diversity is at the heart of the foundation phase. The Foundation Phase curriculum allows schools to ensure that any SRE is age-appropriate, and tailored to the specific needs of pupils. In the Foundation Phase, there is appropriate emphasis on helping pupils to understand how they develop in early childhood. The focus is on encouraging pupils to value themselves and to develop positive attitudes. Pupils also

learn about relationships with peers, friends and family and how to recognise and communicate their feelings.

At Key Stage 2 the SRE programme will enable learners to understand the physical and emotional changes that take place during and to understand the importance of keeping the mind and body safe and healthy. In Key Stage 2 Science, pupils will be given opportunities to study the names, positions, functions and relative sizes of a human's main organs. Year 5 pupils will look at puberty and the physical and emotional changes that take place and in Year 6 we start to look at loving relationships including conception and birth.

Teaching Sensitive Issues

Some aspects of the SRE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of SRE and both pupils and teachers will avoid sharing personal information. Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. As part of the SRE programme at Jubilee Park Primary School, all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females.

Working with Parents/Carers and the Wider Community

At Jubilee Park Primary School we will work with parents/carers to build positive and supporting relationships in the relation to the teaching of SRE. To promote this we will:

- Inform parents/carers about contents of the SRE policy, curriculum planning and resources
- Consult with parents/carers about the content of the policy and involve them in the reviewing process and
- Discuss any issues that parents may have in relation to this policy or the delivery of SRE

Parents/carers have the right to withdraw their children from all or part of the SRE programme. However, there is no right of withdrawal from any National Curriculum (Science) provision. We at Jubilee Park Primary School would always wish to discuss any worries or concerns that parents/carers may have, and would encourage them to talk to the Headteacher or a member of the Leadership Team. All requests to withdraw children must be made in writing to Catherine Kucia, Headteacher.



Safeguarding and Confidentiality

Teachers cannot offer pupils unconditional confidentiality. On the rare occasions when a pupil discloses information to a teacher/member of school staff directly the following confidentiality policy will be followed:

- Remind pupils that they cannot offer unconditional confidentiality;
- Inform pupils first if staff are going to break confidentiality;
- Encourage pupils to talk about any worries and concerns they have with parents/carers;
- Always follow the school's Safeguarding Policy if there are child protection concerns.

Management and Organisation of SRE

- It is the Headteacher's and Governing Body's responsibility to ensure that the SRE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community.
- The Leader for Inclusion and Wellbeing will be responsible for identifying any training needs of staff, resources, and keeping up to date with developments in the subject area by attending appropriate inset training. Any areas identified will be acted upon by the Headteacher and Governing Body.

Monitoring and Evaluation

The Foundation Phase/SRE/PSE curriculum will be monitored and evaluated according to the school's Monitoring, Evaluation and Review Cycle. Scrutiny of planning, work samples and lesson observations will help to clarify needs such as resources, staff training, and the delivery of SRE through age-appropriate learning strategies. The Leader Inclusion and Wellbeing will monitor and evaluate the effectiveness of opportunities for the pupil's personal and social development.

The effectiveness of this policy will be reviewed every two years, when the learning outcomes achieved can be properly evaluated. The effectiveness of the policy will be reported to the Governing Body and will contribute to the school's ongoing process of self-evaluation.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all

forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

This policy was created in October 2017, reviewed September 2018, September 2019, September 2020

This policy was presented and accepted by the Governing Body in December 2017, November 2019, November 2020

All staff were made aware of this policy 06.12.17 and November 2019

This policy will be reviewed in September 2022