

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

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1. Why a Policy?

- **W.A.G. states that all schools must have an up-to date policy which is made available for inspection, particularly by parents. The policy must:**
 - **Define sex and relationship education**
 - **Describe how sex and relationship education is provided and who is responsible for providing it**
 - **Say how sex and relationship education is monitored and evaluated**
 - **Include Information about parents` right to withdrawal**
 - **Be reviewed regularly**
 - **In the case of primary schools, while it is open for us to have a policy in this area, we are not compelled to have a sex education programme. That said, the Assembly would hope that we would nevertheless see the value in having such a programme.**
- **A parent is entitled under legislation to request that their child is wholly or partly excused from receiving sex education at school. Withdrawal does not, however, apply to those aspects of the National Curriculum that deal with sex education (for instance, learning about the human reproductive system as part of the science curriculum).**
- **The Assembly recommends that Sex and Relationship Education (S.R.E.) is delivered using the PSE framework as a basis for provision.**

Governing Bodies have a statutory requirement to decide whether or not S.R.E. should form a part of the schools' curriculum. Creigiau Primary School's Governing Body wishes to include S.R.E. as an integral part of the children's whole education and development at school and will, therefore, need to keep a detailed and relevant written statement of how this is to be done.

S.R.E. provides a framework to enable children to develop self-esteem as well as those skills needed to relate successfully and sensitively to others. It is an aid to making sensible decisions within relationships and also to coping with undesirable external pressures.

S.R.E. is already an integral part of the National Curriculum Science Order which requires children studying science in primary schools to consider aspects of reproduction. The development of loving and caring relationships within the context of a stable family life will be stressed.

2. What is Sex and Relationship Education?

- (a) It is a part of education which develops naturally within the thematic curriculum approach to teaching and from the P.S.E. framework:- it evolves from the early teaching years and develops accordingly to age and maturity.
- (b) It develops a positive attitude to relationships
- (c) It raises awareness of self and sensitivity to others
- (d) It equips children to take responsibility for their behaviour in their personal relationships and to make informed choices in that area
- (e) It develops respect for self and others through caring and **love**
- (f) It provides accurate information about the various aspects of physical, emotional and social development

S.R.E. should **not** be:-

- (a) just information about the body
- (b) just information about reproduction
- (c) a one-off talk by a visitor
- (d) a response to a particular crisis
- (e) a solitary subject taught outside the natural teaching framework

3. **The Aims of S.R.E.**

- (a) To help young people to develop and improve their self esteem
- (b) To help young people adapt to physical and emotional changes in themselves, peers, siblings and other family group members
- (c) To give young people a basic personal health knowledge and an understanding of human development
- (d) To emphasise to young people that they have control and choice over their health and personal lifestyle
- (e) To enable pupils to understand and formulate attitudes and value judgements about themselves and others
- (f) To emphasise the importance of caring and love in relationships

4. **Where and how will S.R.E. be taught?**

S.R.E. will be part of the whole curriculum finding a natural home as part of related projects within National Curriculum Science and within discussions in both English and Welsh.

2.

The staff will answer questions on sensitive topics in a balanced and caring way. **It is proposed that staff discuss, and agree upon, acceptable answers to questions regarding topics such as AIDS, contraception and homosexuality. These topics will only be covered in response to questions from the pupils. They will not be raised by staff.**

5. **What will be Included in S.R.E.?**

Curriculum Content – Foundation Phase (Age 4 & 5)

- (a) Who am I? What's my name? Are we all similar or different?
- (b) The Beginning of Life – me, animals, plants
- (c) My family – how are they caring and loving? Why are they important?
- (d) Parts of the body : label
- (e) How do we grow? : food / play / exercise
- (f) My friends (sharing, doing things after each other). How does my behaviour affect my friends and vice versa? Caring for friends
- (g) Being happy, being sad, and being safe. Looking after myself.
- (h) People who can help me
- (i) Respect for ourselves, others and the environment

Curriculum Content – Foundation Phase (Age 6 & 7)

- (a) Development and growth
- (b) Needs of the very young
- (c) Differences between the male and female anatomy
- (d) The outside and inside of my body – how do I care for it?
- (e) Personal safety:
 - Rights over own bodies
 - Difference between good and bad
 - People and agencies that can help
 - Development of simple skills and practice
 - Child Line
 - Rainbow Box

3.

(f) The Family:

- Love and care

- Awareness of different types of family
- Different people have different ways of living, e.g. in other countries, divorce, etc.

(g) Dealing with emotions:

- Love, hate, anger, temper, loss, etc.
- How do we cope?

Curriculum Content – Key Stage 2 (Age 8 – 11)

- (a) Knowledge of human reproduction (basic biology)
- (b) Physical, emotional and social changes in connection with development
- (c) Understanding emotions: embarrassment, fear, happiness, sadness, etc.
- (d) Patterns of friendship, peer group pressure, ability to confer and communicate with adults
- (e) Where to seek help to secure personal safety
- (f) Personal responsibility for their way of life and choices they make

6. Who will be consulted?

The S.R.E. Policy has been prepared by the P.S.H.E. Sub Committee of the Governing Body and approved by a full governors' meeting.

Copies of the policy are available for inspection in the school. All parents or other interested parties are invited to inspect the policy.

7. Monitoring and Review

The implementation of the policy will be monitored by staff and governors. The P.S.H.E. Sub Committee will review the policy annually. Any comments from parents and other interested parties will be taken into consideration in the review process.

4.

8. Parental Right of Withdrawal

Any parents who are unhappy about their children being involved in S.R.E. lessons are asked to discuss their concerns with the Headteacher.

An information letter is sent out to the parents of Y5 and Y6 girls requesting permission for the school nurse to talk to them about menstruation. A further letter is sent out to Y6 boys and girls regarding sex education lessons in the summer term.

9. Resources and Inset

This policy will be discussed at a whole school Inset session. The teacher in charge of health education will maintain an up-to-date list of suitable resources. Staff will be advised of relevant county Inset courses.

Peter Evans .

30. 11. 09

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