

SEX AND RELATIONSHIPS EDUCATION POLICY

What is Sex and Relationships Education?

The objective of sex and relationships education (SRE) in Coedpenmaen 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.

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. Nevertheless, the National Assembly 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 young people based on their home circumstances. (Sex and Relationships Education, Circular 11/02, NAFW 2002)

Organisation and teaching of SRE

SRE should not be delivered in isolation. The National Curriculum (science) and the PSE Framework give explicit opportunities for pupils to learn about sex and relationships. In particular, the PSE Framework clearly identifies attitudes, values and skills, as well as a sound knowledge base.

The PSE Framework allows us 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.

In KS2, pupils are taught SRE through topics such as 'myself', 'the family' or 'healthy living'. These topics provide appropriate contexts for pupils to develop their self-esteem and acquire positive values and attitudes towards others. Pupils progressively increase their knowledge and understanding of lifecycles and human reproduction.

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The programme is taught by class teachers as part of the PSE programme. Health professionals, such as the school nurse contribute to the programme. SRE is taught in single and/or mixed sex groups, depending on the topic

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 Coedpenmen 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. All requests to withdraw children must be made in writing to the Chair of Governors at the school.

Guidance and confidentiality issues

Teachers can not offer pupils unconditional confidentiality. On the rare occasions when a teacher is directly approached by a child, or suspects abuse, the school's child protection procedures must be followed.

There will also be occasions when it would not be appropriate to answer a pupil's question either individually, in a small group or class. Pupils will be encouraged to talk about any worries and concerns they have to parents/carers. The scope and range of the SRE programme will always be adhered to.

Monitoring and evaluation

The PSE/SRE curriculum will be monitored according to school policy. Classroom monitoring will help to clarify needs such as resources, staff training, and the delivery of SRE through age-appropriate learning strategies. The Subject Specialist PSE and the Headteacher will monitor and evaluate the effectiveness of opportunities for the pupil's personal and social development.

The effectiveness of this policy will be reviewed at the end of the academic year, when the learning outcomes achieved will be evaluated.

Signed: _____ Dated: 04/04/2022 Chair of Governing Body

Signed: _____ Dated: 04/04/2022 Headteacher