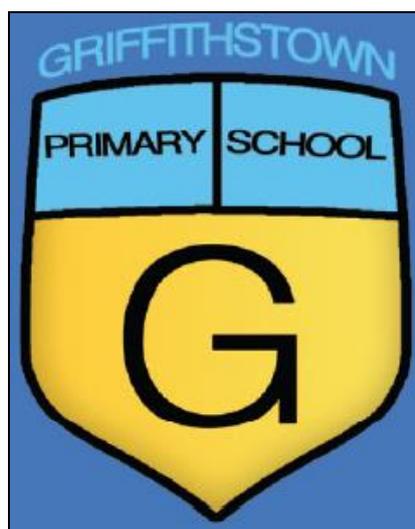


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Relationships and Sexuality Policy
Date	Autumn 2018
Author	I Pembrey



UNCRC Article 28 – The right to an education

UNCRC Article 29 – The right to an education which develops my personality, respect for others rights and the environment

INSPIRE CHALLENGE ACHIEVE

RELATIONSHIPS AND SEXUALITY POLICY

Griffithstown Primary School

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this school promotes this, irrespective of ethnicity, attainment, age, disability, gender or background.

Introduction and rationale

The objective of relationships and sexuality education (RSE) in Griffithstown Primary School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective RSE 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 Head teacher 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. Sex education is a statutory part of the basic curriculum for all secondary school aged learners registered at a maintained school. 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.

RSE 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 RSE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up of 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)

Griffithstown 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.

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

Anti-bullying policy

Safeguarding policy

Equal opportunities policy

Substance Misuse Education and Incident Policy

(Add any other relevant policies.)

Management and Organisation of SRE

It is the Head teacher'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 subject leader 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 by the subject leader for development, will be acted upon by the Head teacher and Governing Body.

Our Philosophy

It is the philosophy of Griffithstown Primary School that all children experience a planned programme of sex and relationship education that will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Preparing the children for the opportunities, responsibilities and experiences of adult life, enabling them to develop considerate attitudes, values and skills, which will influence the way in which they behave.

RSE 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 RSE 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 RSE programme will enable learners to understand the physical and emotional changes that take place during puberty and to understand the importance of keeping the mind and body safe and healthy. In Key Stage 2 Science, pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs.

Delivery of RSE

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

All class teachers will teach sex and relationship education as part of the Religious Education, Science and PSE curriculum. Opportunities will be provided in Year 6 for separate lessons on physical changes, conception and birth. Other members of staff, including the School Nurse will be involved in these lessons.

There will be a whole-school approach – Foundation Phase to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal and Social Education, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

Aims and Objectives of Relationships and Sexuality Education Policy

At Griffithstown Primary School we aim to develop age appropriate RSE 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 should be able to:

- value themselves;
- recognise and communicate their feelings:
- form friendships and relationships
- Use the correct words to name parts of the body in order to differentiate between male and female. The terms we will be using are **penis** (pidyn) and **testicles** (ceilliau) for males and **breasts** (bronnau) and **vagina** (fagina) for females. This is a key part of the **Safeguarding** curriculum and
- *understand the difference between appropriate and inappropriate touch.*

By the end of Year 3 / Year 4 pupils will be able to:

- Differentiate between appropriate and inappropriate touching.
- Use the correct words to name parts of the body in order to differentiate between male and female. The terms we will be using are **penis** (pidyn) and **testicles** (ceilliau) for males and **breasts** (bronnau) and **vagina** (fagina) for females.
- Understand the importance of their personal safety.
- Understand what to do or to whom to go when feeling unsafe.
- Take increasing responsibility for keeping the mind and body safe and healthy.
- Value families and friends as a source of mutual support.
- Understand how cultural and religious beliefs can affect the way people think.
- Respect differences and acknowledge the importance of equal opportunities.

By the end of Year 5 / Year 6 pupils will be able to:

- Differentiate between appropriate and inappropriate touching.
- Use the correct words to name parts of the body in order to differentiate between male and female. The terms we will be using are **penis** (pidyn) and **testicles** (ceilliau) for males and **breasts** (bronnau) and **vagina** (fagina) for females.
- Understand the reasons for the physical and emotional changes which take place during puberty, including conception, pregnancy and birth.
- Understand the range of their own and others' feelings and emotions.
- Know what to do or who to turn to when they are not feeling safe.
- Understand the links with other risk-taking behaviours, including the potential risks of online social networking.

Equal Opportunities

In support of the Equal Opportunities Policy, all Griffithstown Primary School pupils, regardless of age, ability, gender, disability or race, have the same opportunity to benefit from the sex education resources and teaching methods.

Areas of Responsibility

Head Teacher

- To implement the Sex and Relationship Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate

Class Teacher

- To prepare long and short term plans to include Sex and Relationship Education in the curriculum.
- To ensure the correct resources are available.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

School Nurse/Health Service Specialist

- To give support throughout the school, when appropriate.
- To take separate lessons, under the direction of the class teacher.

The Special Needs Co-ordinator

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at Griffithstown Primary School.
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

Teaching Sensitive Issues

Some aspects of the RSE 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 RSE 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 RSE programme in Griffithstown 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.

Resources

SEAL

Sense DVD

Growing Up (Gwynedd Healthy Schools)

Working with parents/carers and the wider community

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

- Inform parents/carers about contents of the RSE policy, curriculum planning and resources via school newsletters, school prospectus
- 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 RSE

Parents/carers have the right to withdraw their children from all or part of the RSE programme. However, there is no right of withdrawal from any National Curriculum (science) provision. We at Griffithstown Primary School would always wish to discuss any worries or concerns that parents/carers may have, and would encourage them to talk to the head teacher. All requests to withdraw children must be made in writing to the Head Teacher.

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.

Child Sex Abuse Procedures

Please refer to the Child Protection Policy.

Child Withdrawal Procedures

Sex Education at Griffithstown Primary School is taught across the Curriculum and it is not possible to separate all the sex education lessons. There will be, sometimes, specific lessons at which Health Professionals are invited to address the children in the presence of the class teacher. Notification is

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always sent to parents in advance. If parents wish to withdraw a child they are invited to discuss their concerns with the Head Teacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

Complaints Procedure

If a parent or guardian has any cause for concern about the Relationships and Sexuality Education Policy, they should approach the Head Teacher and Staff.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Sex Education and Relationship Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

Monitoring and evaluation

The foundation phase/RSE/PSE curriculum will be monitored and evaluated according to school policy. Scrutiny of planning, work samples and lesson observations will help to clarify needs such as resources, staff training, and the delivery of RSE through age-appropriate learning strategies. The subject/team leader will monitor and evaluate the effectiveness of opportunities for the pupil's personal and social development. The subject leader will also identify training needs for relevant staff and dissemination of best practice.

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 as part of the review process.

Governor approval date: Autumn 2018

Next review date: Autumn 2020

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