

Ysgol Gynradd Georgetown Primary School
Headteacher- Miss Lisa Thomas



SRE Policy

February 2019



'Together We Learn'

SRE Policy

Sex and Relationships Policy:

- **Georgetown Primary School**
- **February 2019**
- **Member/s of staff responsible: Miss L. Thomas Head teacher, Miss S Thomas Deputy Head teacher and S.Howells SRE Co-ordinator**
- **Next review date: February 2022**

Background Information about the school and its community:

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

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.

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.

Policy Formation and Consultation Process:

Pupils

Parents

School Staff (including Governors)

SRE is a compulsory part of the curriculum. Pupils from the age of 7 have the right to know about their bodies and how it changes. In response to pupils questionnaires the school recognises that pupils would like to learn/need to know about puberty and body changes. Parents are kept informed by a general SRE meeting and using the Growing up Resource parent booklet, which outlines the topics covered and the age ranges taught. School Governors have all been informed in a training session on SRE.

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

Head Teacher and SMT

The PSE/SRE Co-ordinator

Teaching and Non-teaching staff

Parents/Carers

School Nurse

Outside agencies

Pupils

The Governing body is aware of arrangements for SRE within school. The Head teacher and SLT is are aware and fully support the delivery of SRE by staff, and actively encourage professional development needs with regards to SRE. The SRE co-ordinator is responsible for ensuring the SRE is taught within school and supporting staff with training and delivery when needed. She is also responsible for ensuring that staff are kept up to date with SRE developments and training needs. Resources are appropriate and used correctly. Teaching staff are responsible for using schemes and delivering SRE to their class. They have a responsibility to deliver sessions that are 'needs' appropriate. Staff are also responsible for their own personal development needs within this area. Parents and carers are informed of arrangements and welcome to discuss and issues at any time including the parental information sessions that take place. Parents have the option to withdraw their child from SRE sessions if this wish to do so. They are required to give written consent for their child to participate. Outside agencies are actively encouraged and welcomed to enhance the pupils learning e.g. Spectrum Project. The school nurse is available to liaise with staff, parents and pupils on issues that make arise. The pupils have an active pupil voice in what they would like to learn. They are encouraged to ask questions and evaluate their learning. Pupils have the opportunity to voice their opinion and request to leave sessions if they feel it is inappropriate or distressing in anyway. Pupils have the opportunity to discuss individual issues with an appropriate adult if needed.

Continued Professional Development

The school currently uses the 'Growing up' resource to deliver SRE sessions. The School SRE co-ordinator is trained in the resources and cascades this training to colleagues in a formal training session. Professionals are encouraged to explore and use the resource before delivering the sessions. The school professionals have a responsibility to continue to develop their knowledge within this area and are encouraged by SLT to attend up to date training.

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

Delivery of the SRE Programme

The SRE programme is co-ordinated by the SRE co-ordinator Miss S Howells. She has been trained in the delivery of the Growing up resources and is responsible for liaising with the Healthy School lead Miss S Palmeria.

SRE is delivered throughout the year in PSE sessions with a focus on healthy relationships during planned PSE sessions and circle time activities. Staff are encouraged to use their professional judgement to gauge when the pupils within their class need/are ready to participate in SRE sessions. Sessions are age appropriate and resources are appropriate too.

SRE sessions are presented to all children at the same time and not delivered in single sex groups. The sessions are interactive and a range of appropriate activities are planned for e.g. discussions, games, SESNSE DVD and use of Growing up resource.

Content of the SRE Programme

Year Group	Learning Outcomes
Year 2	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 and testicles for males and breasts and vagina for females.
Year 3/4	Following a series of lessons pupils will: Understand the importance of their personal safety Understand what to do and whom to go to go to when feeling unsafe Taking increasing responsibility for keeping their mind and body healthy and safe Value families and friends as a source of mutual support. Develop respect for themselves and others Understand how cultural and religious beliefs can affect the way other people think Respect differences and acknowledge the importance of equal opportunities.
Year 5/6	Following a series of lessons pupils will: Understand the reasons for physical and emotional changes that take place during puberty, including conception, pregnancy and birth. Understand a range of their own and others emotions and feelings. Know what to do and who to turn to when they do not feel safe.

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.

The school provides a question box for pupils to anonymously ask questions. Safeguarding issues are dealt with using the correct procedures set out within the Safeguarding policy.

Language

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

Resources

Growing Up resource

SENSE DVD

Outside agencies e.g. school nurse, Spectrum Project

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.

All staff are Level 1 trained in safeguarding and are aware of safeguarding procedures.

Disclosures are reported to the school safe guarding officer (Miss L Thomas) and procedures are followed with recording and reporting.

Provision is made for pupils whose parents have withdrawn them from SRE lessons by the children working within another room.

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.

Involvement of health professionals and external agencies

External staff are sometimes used to deliver aspects of SRE e.g. school nurse or Spectrum Project. Whenever an external visitor is asked to deliver a lesson, the school will always check the content of the lesson for suitability beforehand, and a teacher will be present throughout the lesson. All visitors will be made aware of our SRE policy

Monitoring and Evaluation

The SRE Co-ordinator is responsible for monitoring standards of SRE teaching and learning. The SRE Co-ordinator will provide regular updates to the governing body on how effective the policy and procedures have been.

A formal evaluation will take place every 3 years.

