



REDHILL

PREP SCHOOL & MONTESSORI NURSERY

SEX AND RELATIONSHIPS EDUCATION POLICY

We follow the Welsh Government Guidelines Circular 019/2010

‘Create a culture that supports open and responsible discussion of relationships and sexual health and wellbeing. Be confident in providing positive, holistic SRE programmes that meet the needs of all learners.’

We wish to work closely with the School Council and/or Focus group to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

AIMS

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life, which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasizing stable relationships, love and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self-esteem.
- To enable pupils to accept variation in rates of growth and development (physical, emotional and social) and to provide reassurance that change is part of the life cycle.
- To support the needs of the very young while respecting the varied cultural, religious and belief influences.
- To promote healthy life style by providing knowledge and skills.
- To discover what pupils know, understand, think and feel and to identify their needs.
- To help dispel myths or misunderstandings.
- Prepare children to manage and understand emotions and manage conflict.
- To support staff to be confident on delivering the curriculum and how school policies on confidentiality, safeguarding and child protection related issues.

RESPONSIBILITY FOR THE POLICY AND PROCEDURE

Role of the Headteacher

- Implement the policy
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work closely with the coordinator, in this case the Head
- Provide leadership and vision in respect of equality
- Organize effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- Monitor the effectiveness of this policy

Role of School Personnel

- Comply with all aspects of this policy
- Use a variety of teaching methods and resources to deliver the SRE programme
- Implement the school's equalities policy and schemes
- Report and deal with all incidents of discrimination
- Attend appropriate training sessions on equality
- Report any concerns they have on any aspect of the school community

Role of Pupils

- Be aware of and comply with this policy
- Listen carefully to all instructions given by the teacher
- Be encouraged to ask questions in order to further develop their knowledge, skills and attitudes
- Ask for further help if they do not understand
- Treat others, their work and equipment with respect
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- Liaise with the school council
- Take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- Discussing improvements to this policy during the school year
- Organise surveys to gauge the thoughts of all pupils
- Reviewing the effectiveness of this policy

Role of Parents

- Acknowledge that they have a primary role in their child's SRE programme
- Be fully aware of the school's SRE policy
- Ask any pertinent questions regarding their child's sex education at the school
- Be aware of their right of withdrawing their child from all or part of the SRE programme that we teach in this school
- Take part in periodic surveys conducted by the school

- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Sex Education Programme

Provision

The SRE programme of study is planned by the coordinator of Personal, Social and Education (PSE) and is delivered by all form teachers and some subject teachers.

How we deliver the programme

- We carry out the 4 main SRE teaching through our Personal, Social, Education (PSE) curriculum. It is a graduated, age appropriate programme. The whole school look at SRE at the same points in the year.
- Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development and the spiral curriculum.
- We also teach some sex education through other subject areas, for example, Science, ICT and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- Sex education, puberty and hygiene is also taught as a specific course to year 5/6 students by the Science teacher, using the SENSE materials. This is taught in single sex small group sessions.
- Assemblies also enhance this provision.
- Through visits from outside providers, help and support our provision.

Foundation Phase

- In Foundation Phase we teach learners to value themselves, recognise and communicate feelings, form friendships and relationships.
- Teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body using biological terms.
- Pupils learn about appropriate and inappropriate touching. Children learn to appreciate the differences between people and how to show respect for each other.

Key Stage 2

- In key stage 2 we teach about life processes and the main stage of the human life cycle in greater depth.
- At key stage 2 we consider puberty in more detail as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects

women. We always teach this with due regard for the emotional development. There are open, non-judgmental discussions with the opportunity to ask questions verbally or through an anonymous question box.

- Pupils learn how to keep their mind and body safe and healthy. They learn about personal safety and how to distinguish between appropriate or inappropriate touching. Pupils learn who to go to for help – internal and external support.
- We offer parents/carers of year 5 and 6 the opportunity to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

REFER to Long Term Planning – Overview sheets for PSE, Science, ICT and PE.

Ground Rules to support staff

- Biological terms will be used in all curriculum based SRE lessons. Family names will not be used, in order to avoid confusion.
- Meanings of words will be described in a sensible and factual way.
- Distancing techniques will always be used. Individual people will never be mentioned.
- The teacher will strive to provide active learning strategies, so that SRE is fun and interesting.
- If a teacher is asked a question that is classed as ‘too sensitive’ or ‘too controversial’ for a year group/child, they will tell the child/class that at this stage they do not feel it is appropriate to discuss this topic.
- Teaching staff will mentally monitor pupil questions and refer any disclosures to the Child Protection Officer in the school.
- Questions should not be directed at individuals.
- Nobody should be forced into answering.

No personal comments or put downs are allowed.

Disclosure of personal information

Staff must not disclose information about their relationships to young people. This could lead to private information being made public to the whole community. Staff should maintain boundaries between their personal life and their work.

Confidentiality

- The teaching staff will endeavour to respect a child’s confidentiality, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given.
- Teachers cannot promise a child that they will ‘keep a secret’.
- Reassure learners that their best interests will be maintained.
- Encourage learners, where possible, to talk to their parents/carers and give them support to do so.
- Instigate the school’s safeguarding and child protection procedures if there is any possibility of abuse.
- A school counsellor can be accessed or an outside agency to support pupils.

Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

The right to withdraw a child

- **Exemption/withdrawal from sex education**
- A.12 Section 405 of the Education Act 1996

The concerns of parents will be explored and the possibilities of adjusting the programme or approach will be discussed together with the possible impact that withdrawal may have on the child. S/he will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex and relationships education until the request for withdrawal has been removed. Sex and relationships education materials will be available to parents who wish to supplement sex and relationships education in school or who wish to deliver sex and relationships education to their children at home.

Monitoring the effectiveness of the policy

Annually the effectiveness of this policy will be reviewed by the coordinator and the Headteacher.

Resources

The range of material used will be available for review on request to the PSE Coordinator in agreement with the Headteacher. The resources used are in the main: 'Growing Up' DVD, the school nurse, a variety of books, SENSE DVD, 'Growing Up' package, Restorative Practice, Values Education, KiVa. Most PSE resources are stored in the classroom.

The role of outside agencies

- Outside agencies are clear about the boundaries of their input.
- Outside agencies are aware of the planned curriculum and relevant school policies, including confidentiality, and will abide by them.
- The aims and objectives of any sessions using outside visitors is clear, as well as the values framework within which they work.
- The way they will work with staff is planned and agreed.
- Lines of accountability between the agency and the school have been made explicit.
- Learning outcomes are identified.

Raising awareness of this policy

We will raise awareness of this policy via:

- The school handbook/prospectus
- The school website
- The staff handbook
- Meeting with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as newsletters
- Reports such as annual report to parents
- Information displays in the main school entrance

The Legal Framework

The policy on SRE is based on:

- The Personal and social education framework for 7 – 19 year olds in Wales.
- Foundation Phase Framework for Children's Learning for 3 – 7 year olds in Wales.
- Welsh Assembly Government Circular 005/2008: Safeguarding Children in Education.
- All Wales Child Protection procedures 2008.
- Education Act 2002. 1996.
- Safeguarding Children: Working Together Under the Children Act 2004 (2007).
- School-based Counselling Services in Wales – a National Strategy (Welsh Assembly Government, 2008).
- Welsh Assembly Government Circular 019/2010. Sex and relationships education in schools.
- The Equalities Act 2010.

Document Checks			
Document	Sex and Relationship	Reviewed by	SMT
Category	Policy	Date	Autumn 2021
Date Issued	Spring 2016	Next Review	Autumn 2022
Approved by staff	Spring 2016	Monitored by	AT

SCHOOL SAFEGUARDING OFFICERS

Adrian Thomas – Headteacher

Karen Deluca – Head of Montessori Nursery

Meryl Lovegrove – Proprietor

CONTACT NUMBERS
FOR SCHOOLS AND SUPPORT SERVICES
FOR CHILDREN

TO MAKE A CHILD PROTECTION (CP) REFERRAL OR DISCUSS A CP CONCERN

CONTACT THE CHILD CARE ASSESSMENT TEAM (CCAT)

Duty Social Worker Desk: 01437 776322, 01437 776325, 01437 776444

Out of Hours: 08708 509508

Duty Managers Ext: 6688 or 6324

FOR ALLEGATIONS AGAINST PROFESSIONALS

**FOR SUPPORT/ADVICE RELATING TO CONCERNS OF ABUSE BY
PROFESSIONALS CONTACT:**

Designated Officer for Allegations

01437 776696

