

# **SEX AND RELATIONSHIPS EDUCATION POLICY**

## **NEWBRIDGE ON WYE CHURCH IN WALES PRIMARY SCHOOL**

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### **1. Introduction**

- 1.1 Sex and Relationships Education ("SRE") at Newbridge-on-Wye School forms an important part of the Personal and Social Education ("PSE") curriculum. Its purpose is to support pupils through their physical, emotional and moral development. In accordance with the ethos and values of the school, It will be taught in such a manner as to encourage due regard to moral considerations and the value of family life.
- 1.2 Personal and Social Education covers (among other matters) health, hygiene, child protection and safeguarding, the physical and emotional changes of growing up and the social and emotional aspects of healthy relationships.
- 1.3 This Policy should be read in conjunction with the School's Personal and Social Education Policy and Child Protection and Safeguarding Policies.

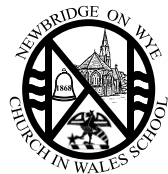
### **2. Aims and Objectives of the Policy**

- To promote the value of loving relationships and family life
- To foster a responsible attitude towards personal relationships, including the need for mutual respect and care.
- To develop pupils' sensitivity towards the needs of others
- To reinforce exploration and discussion of values and moral issues
- To empower pupils to make informed choices about relationships

The School believes that these objectives can be achieved by appropriate teaching of the sex and relationship elements of the National Curriculum.

### **3. Sex and Relationships Education within the National Curriculum**

In approaching the teaching of SRE, the School first acknowledges that the parent or carer is or should be the child's first educator



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#### 3 to 7-year olds

Education about relationships for 3 to 7 year olds is intended to focus on the building of self-esteem by encouraging pupils to value themselves, recognise and communicate their feelings and form friendships and relationships.

Pupils will be taught (among other matters) to be aware of and respect the needs of others, to take responsibility for their own actions, to consider the consequences of words and actions for themselves and others, to develop an understanding of what is fair and unfair and be willing to compromise, to form relationships and feel confident to play and work co-operatively, to value friends and families and show care and consideration, to understand the relationship between feelings and actions and that others have feelings and to show care and respect for others.

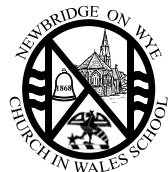
As part of Knowledge and Understanding of the World, pupils should be given opportunities to learn the names and uses of the main external parts of the human body and to identify the similarities and differences between themselves and other children.

#### 8 to 11-year olds

Education about relationships for 8-11 year olds is intended to develop self-esteem by helping them at an appropriate stage to understand bodily changes, manage feelings and enjoy safe, healthy and happy personal relationships within a clear framework of values, recognising inappropriate behaviour. It is often most appropriate to discuss themes such as those detailed above through the Key Stage 2 provision for Circle Time. As part of the Key Stage 2 Science curriculum, pupils should be given the opportunities to study the names, functions, positions and relative sizes of a human's main organs.

As part of the curriculum for Personal and Social Education, pupils should be given opportunities to understand the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth, the importance of personal safety and what to do and to whom to go when feeling unsafe and how to distinguish between appropriate and inappropriate touching. The Personal and Social Education Framework for 7-19 year olds in Wales states "*As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships.*" Within the Range of PSE within the Framework, the guidance recommends that learners should be given the opportunity to: *understand the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth.*"

The reasons for the physical and emotional changes which take place at puberty includes menstruation and Welsh Government Guidance



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expressly confirms that boys as well as girls should learn about menstruation.

The School's policy is to teach the matters specified above in an appropriate and sensitive way in accordance with Welsh Government Guidance 082/2010 on Sex and Relationships Education in Schools. In its teaching of SRE / PSE the School does not believe that it is necessary to go beyond the matters forming part of the National Curriculum.

#### **4. Organisation of Teaching of SRE**

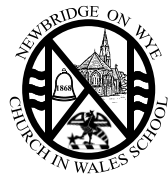
Class Teachers will teach SRE as part of the Science and PSE Curriculums and delivered through Welsh Government approved resources (Growing Up SENSE). There will be separate lessons in Year 5/6 on conception, birth and physical changes at puberty, with contributions by the School Nurse in the presence of the Class Teacher

The Head Teacher is responsible for organising the teaching of SRE in ways which are appropriate for the needs and stage of development of different pupils.

The teaching staff will apply and develop ground rules for discussing and answering question about SRE on the basis of the following principles:

- Unless it appears inappropriate, questions on SRE should be answered in an open, honest and factual way, taking into consideration family background, culture, religious beliefs and known experiences.
- No-one has to take part in discussion.
- No-one has to answer a personal question, and discussion of personal issues and lifestyles should be avoided
- Teachers will promote the knowledge and use of proper and accepted names for parts of the body
- Teachers will act in accordance with the School's Child Protection Policy if a matter for concern arises during the teaching of SRE and will adhere to school policies such as the Safeguarding and E-safety policies as and when the need arises.

The Head Teacher will discuss with the School Nurse the detailed content for any lesson which is taught by her so that the lesson does not go beyond the matters taught as part of the National Curriculum.



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#### **5. Equality of Opportunity**

All pupils regardless of race, colour, ethnic origin, home circumstances, disability or other Additional Learning Needs have the right of access to SRE. The Head Teacher in consultation with Class Teachers will identify pupils with Additional Learning Needs indicating a need for particular support in teaching of SRE.

#### **6. Parental Right of Withdrawal from Sex Education**

Parents would have the right to withdraw their child from lessons teaching “sex education” if these were outside the matters set out in the National Curriculum. However, parents do not have the right to withdraw children from teaching of matters set out in the National Curriculum. Because it is the School’s policy not to teach sex and relationships education beyond the matters laid down in the National Curriculum, it follows that there is no right of withdrawal. However, parents who have concerns about this situation are invited to make an appointment to discuss these matters with the Head Teacher.

#### **7. Consultation and Publication of this Policy**

The School has consulted parents and pupils on a summary of this Policy. A copy of the Policy will be made available to all Staff. The existence of the Policy and its availability to parents will be published in the Prospectus and periodically in School Newsletters.

#### **8. Monitoring and Evaluation**

Monitoring the application of this Policy and its evaluation is the responsibility of the Head Teacher, who will report any significant developments to the Child Protection Governor. The Head Teacher will report to the Governing Body annually on this Policy and on the teaching of SRE as part of PSE.

Approved by the Staff

Adopted by the Governing Body: September 2014

Signed by Head Teacher:

(H.A Nixon)

Signed by Chair of Governors:

(Julian Gibson-Watt)

Review every January