



Ysgol
Hamadryad

Sex and Relationships Policy

**Angor cadarn cyn hwylio'r don /
A secure anchor before setting sail**

Headteacher:

Mrs Rhian Carbis

Chair of Governors:

Dr Dafydd Trystan

Date of original policy: January 2017

Reviewed: March 2018 and May 2019

Member(s) of staff responsible for policy: Headteacher, Deputy Headteacher and Healthy Schools Co-ordinator.

Next Review Date: May 2022

Ysgol Hamadryad Sex and Relationship Education Policy

Introduction

Our school policy on Sex and Relationship Education is based on the Department for Education and Skills' document, *Sex and Relationship Education Guidance* (DfES 0116/2000). We acknowledge that the full policy title is Sex and Relationship Education, however for the remainder of this policy we will simply refer to it as 'sex education'.

In the Department for Education and Skills document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education is part of the school's personal and social education curriculum (PSE). When informing our pupils of sexual matters through sex education, we do this with a focus on morality and personal responsibility, and in a way that allows the children to ask and explore moral questions. We do not use sex education as a way of promoting any one form of sexual orientation.

Aims and objectives

We educate our children about:

- Physical development as they become adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for other people's perspectives;
- Sexual abuse, and what to do if they're worried about an issue relating to sex.

Context

We teach sex education within the context of the school's objectives and values framework. While offering sex education at the school means that we're giving the children information about sexual behaviour, we do so with an awareness of the moral code, and of the values which underpin all of our work in the school.

Specifically, we offer sex education in the belief that:

- Sex education should be taught in the context of family life;
- Sex education is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to respect their bodies;
- Children should learn about their responsibilities to others, and to be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, including trust and respect.

Organisation

We teach sex education through different aspects of the curriculum. While we mainly deal with sex education through the personal and social education curriculum (PSE), we also offer some sex education through other subjects (e.g. science and physical education) which in our opinion contributes significantly to the pupils' knowledge and understanding of their own bodies, and how they are changing and developing.

In PSE we teach the children about relationships and encourage the children to discuss issues. We teach about parts of the body, and how they work, and we explain to the children what will happen to their bodies during adolescence. For example, we teach the children that the boys' voices will change during adolescence, and explain menstruation to the boys and girls. We encourage the children to ask for help if they need it.

In science lessons, during both key stages, the teachers tell the children about adolescence and how a baby is born. For this aspect of teaching we follow the guidelines set out in the science work plan. In the Foundation Phase, we teach the children about how animals, including human beings, move, eat, grow and reproduce, and we also teach them about the main parts of the body. The children learn to appreciate that people aren't all the same, and that we need to respect each other. In Key Stage 2, we learn about life processes, and the main points of the human life cycle, in more detail.

In Years 5 and 6, there is specific emphasis on health education, as many children are experiencing adolescence at this age. We work with the Local Health Authority on suitable material to use with the children in these lessons. The teachers do their best to answer all questions sensitively and carefully. By

the end of Key Stage 2, we ensure that the boys and girls know how children are born, how children's bodies change during adolescence, what menstruation is, and how it affects women. We always teach this and pay due attention to the children's emotional development.

We are happy to meet with the children's parents and carers in Years 5 and 6 to discuss this important programme of lessons, to explain what the issue are and how they are taught, and for them to see the teaching materials used by the school.

The role of parents

The school is fully aware that the main role in terms of sex education is played by the pupils' parents and carers. Therefore we want to build a positive and supportive relationship with parents of children at our school, through mutual understanding, trust and cooperation. In order to promote this aim we:

- Inform parents of the school's sex education policy;
- Answer any questions that parents have about their child's sex education;
- Take any issue that a parent raises with the teachers or the governors regarding this policy, or the arrangements for teaching sex education at the school, seriously;
- Encourage parents to review and engage with the school's policy, and make changes where necessary;
- Inform parents of the best practise we know in terms of sex education, so that teaching at the school supports the key messages that parents and carers give their children at home;

We believe that through this exchange of information, the children benefit from receiving constant messages about the changes to their bodies and their increasing responsibilities.

Parents have the right to opt their child out of all or part of the sex education programme taught at the school. If a parent wants their child to be opted out of sex education lessons, this should be discussed with the Headteacher, clarifying the aspects of the programme that they do not wish their child to take part in. The school always complies with the parents' wishes in these cases.

The role of other members of the community

We encourage other valuable members of the community to work with us to offer the children advice and support in relation to health education.

Specifically, members of the Local Health Authority, such as the school nurse and other health professionals, to offer valuable support with our sex education

programme. We are also given support by local clerics, social workers and youth workers.

Confidentiality

Teachers deliver sex education lessons in a sensitive and confidential way. However if a child refers to taking part (or the likelihood of taking part) in sexual activity, the teacher will take this seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child notes that they have suffered abuse. They will not attempt to investigate, but they will inform the appropriate person for child protection issues of their concerns immediately. The Headteacher will then deal with the matter in consultation with healthcare professionals (see also our Child Protection policy).

The role of the Headteacher

It is the Headteacher's responsibility to ensure that staff and parents are informed of our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff get sufficient training, in order to teach sex education effectively, and deal with any difficult issues in a sensitive manner.

The Headteacher works with external agencies in relation to the school's sex education programme, and ensures that all adults who work with our children on these issues are aware of the school's policy, and work within its framework. The Headteacher monitors the policy regularly, and reports to governors where necessary, on the effectiveness of the policy.

Monitoring and review

The governing body's Curriculum Committee monitors the impact of the sex education policy annually. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs to be changed. The Curriculum Committee takes any comments from parents regarding the sex education programme seriously, and records any such comments.

The policy will be reviewed in three years, or earlier if necessary.



Chair of Governors Signature:

Headteacher's Signature: Rh. Corbis

Date: May 2019