

YSGOL Y SANTES FFRAID CHURCH IN WALES PRIMARY SCHOOL

Relationships and Sexuality Education (RSE) Policy

The Legal Requirement

This policy has been drawn up by the Governing Body in accordance with the Education Act 1996, which requires Governing Bodies of **all** maintained schools to:

- 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 parent who asks for one.

The Governing Body is also mindful of its responsibility to inform parents about their rights to exempt / withdraw children from RSE [Section 404 1A] of the Education Act 1996 [amended].

Introduction

In the drawing up of this policy on RSE, the Governing Body has referred Welsh Assembly guidance.

The Purpose of RSE in the Primary School

In this document RSE is defined as 'learning about physical, emotional, moral and spiritual development'. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. Effective RSE is essential to enable children and young people to make responsible and well informed decisions and choices about their lives. A successful programme helps pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

In accordance with WAG guidance Llantantffraid Church in Wales School has a developmental RSE programme tailored to age and physical maturity of our pupils. RSE is part of the personal, social and health education curriculum in our school.

We do not use RSE as a means of promoting any form of sexual orientation.

Aims

At Llantantffraid Church In Wales School we teach children to:

- begin to understand the physical development of their bodies as they grow into adults;
- prepare themselves for the opportunities, responsibilities and experiences of

- being young adults;
- value the importance of family life;
- develop considered attitudes, values and skills which influence the way they behave;
- understand their own feelings and the feelings of others;
- respect the views of others and value cultural diversity in society;
- keep safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children;
- communicate any worries or concerns they may have;
- prepare themselves for decisions and choices they will make in the future and the experiences they are likely to face.

Context

We teach RSE in the context of the schools' aims and values. In particular, in the belief that:

- relationships and sexuality education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect.

Relationships and sexuality education will be developmental and appropriate to the age and stage of the child.

Organisation & Implementation

We teach RSE through different aspects of the curriculum. While we carry out the main teaching in our personal, social and health education, we also teach some RSE through other learning areas (eg. science 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.

Examples of this are:

- Sense Interactive DVD – Making Sense of Growing Up and Keeping Safe
- Circle Time
- Stories
- Use of outside agencies

The Healthy Schools Nurse will also provide support with particular issues for children in Years 5 & 6.

In the Foundation Phase we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

Children learn to appreciate the differences between people and how to show respect for each other; what is appropriate and inappropriate. They learn about families, responsibility and keeping themselves safe.

At Key Stage 2 learners are supported to maintain their emotional and physical health and wellbeing, sustain their growth and development, and how to keep themselves safe. As the children develop they need to understand bodily changes, responsible and happy relationships. They are also encouraged to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

Features such as family life in all its different forms, including marriage, personal safety and sensitive issues in a balanced way and ethical issues discussed objectively. Learners are taught to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. They are taught how to access information and support.

Responding to Children's Questions

Staff attempt to answer the children's general questions honestly giving consideration to the age and maturity of the child. There are opportunities for children to use 'question / worry boxes' throughout school if they wish to ask questions without feeling exposed and to give the member of staff time to consider an appropriate response.

If / When a child asks a question about values the member of staff needs to be as honest as possible in their response without giving a personal view, referring the child to his / her parents.

If a member of staff feels unable to answer any questions in a manner suitable to the age and maturity of the child, they can seek support from the Headteacher who may encourage the child to discuss the matter with parents.

Best Practice in RSE

At Llansantffraid Church in Wales School we endeavour to develop best practice in all areas of learning. We adopt the following principles in relation to RSE:

- Confident teachers who have access to suitable training and support
- Consultation with parents and pupils
- Ground rules agreed with pupils
- Employing distancing techniques
- Informal teaching techniques
- Group work
- Co-ordinated strategy involving healthy schools nurse and other agencies; creating partnerships with outside agencies
- Girls and boys working together and / or opportunities for single sex work when appropriate
- Ensuring staff personal views do not influence programmes of work
- Clear guidelines on the boundaries of confidentiality

- Guidelines pertaining to the use of outside agencies and visitors contributing to RSE in schools

Additional Learning Needs

RSE will help ensure all children begin to understand their physical, emotional, moral and spiritual development at an appropriate stage of learning and maturity, and enable them to make positive decisions in their lives.

Equal Opportunities

Equality of opportunities is always observed with positive attitudes to language, literacy and communication being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion. Staff will need to be aware of any cultural or religious needs and plan for these where appropriate. Pupils and families will be consulted as to what is appropriate and acceptable.

Parents, Partnership and the Community

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about RSE and their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in school;
- encourage partnership with parents as we recognise that they are the key people in teaching their children about sex, relationships and growing up.

Parents have the right to withdraw their child from all or part of RSE programme that we teach in our school. If a parent wishes their child to be withdrawn they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The school always complies with the wishes of parents in this regard. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professions, give us valuable support with our RSE programme.

Other people that we call on include the local clergy.

As a school we will ensure any professional agencies and contributors from the school community are aware of school policy and agree to abide by it. School staff will discuss any contributions before outside agencies make their presentations to ensure they are appropriate and uphold the culture and ethos of the school.

Confidentiality – visitors are made aware of the boundaries to confidentiality.

Confidentiality & Child Protection

Teachers conduct RSE in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

In these circumstances the teacher will talk to the child as a matter of urgency. Members of staff cannot offer unconditional confidentiality, particularly in relation to personal disclosures. However staff can reassure children that their best interests will be maintained.

If any member of staff has concerns, they will draw these to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals (See Child Protection Policy). (We follow the recommendations of W.O. Circular 52/95 Protecting Children from Abuse).

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

YSGOL Y SANTES FFRAID
CHURCH IN SCHOOL
Sex and Relationship Education – Scheme of Work

	AUTUMN	SPRING	SUMMER
Year 1/2	<ul style="list-style-type: none"> • Belonging • Strangers • Body parts • Appropriate / inappropriate touching 		
Year 3/4	<ul style="list-style-type: none"> • Feelings • Transition • Responsibilities and independence • Body parts • Friendship and belonging • Changes in family (divorce) 	<ul style="list-style-type: none"> • Importance of friends and family • Feeling safe (telling someone if they have a bad / unsafe secret) • Stranger Danger • Bullying – the bully and the victim • Conflict • Touch – appropriate / inappropriate 	<ul style="list-style-type: none"> • Bullying • Coping strategies • Differing views on right and wrong • Vandalism
Year 5/6	<ul style="list-style-type: none"> • Peer Pressure – ways to say 'NO' • Bullying and racism • Situations which produce conflict – • Friendships and co-operation 	<ul style="list-style-type: none"> • Bullying • Media pressure and advertising • Personal safety Issues • Right and wrong – stealing • Buddying • Stranger Danger 	<ul style="list-style-type: none"> • Friends and family - understand that people have different beliefs • Equalities and differences • Own feelings and emotions about moving to a new school • Change and loss • Puberty

** All children discuss the importance of sun safety during Spring / Summer term.

In addition girls in Year 6 will be involved in a group discussion with the school nurse related to 'growing up'. This usually takes place during the Summer.