

Ysgol Gynradd
Coedffranc Primary School



Relationships & Sex Education Policy

Updated October 22

Signed

Chair of Governors

Mission Statement

Our aim is to create through the school ethos an environment where young people are able to acquire knowledge, and develop essential social skills and gain emotional confidence in a safe and caring environment, to enable them to engage in meaningful and rewarding relationships with others.

Rationale

Coedffranc Primary recognises that our young people are growing up in a society where sexual exploitation is increasingly prevalent, and where they are under increasing pressure to experiment in sexual relationships. Coedffranc Primary further recognises that some young people are able to discuss issues of relationships, puberty, growing up and sex openly with their parents. Equally, the school is aware that for a significant proportion of the young people within its community this will not be the case. In particular, boys are much less likely than girls to fall within the former group. Additionally, issues of culture and special needs may also mean that the school curriculum is the main source of information on these matters for some young people.

School Culture

Relationships and sex education is a lifelong process, and encompasses the physical, moral and emotional development of the individual. It is concerned primarily with understanding the importance of family life (in all its forms), in stable and loving relationships where respect, care and love are a reality. It is also about educating pupils about relationships and helping young people to learn about themselves and the physical and emotional changes which occur when they grow up.

Special Educational Needs, Learning Difficulties and Pupil Referral Units

Coedffranc Primary has a duty to ensure that children with special educational needs and learning difficulties are properly included in relationships and sex education. As adults, children with severe learning difficulties will be vulnerable to abuse, therefore, the development of this aspect of their education is particularly important to enhance, at an early stage, the development of social skills that reduce the risk of abuse and exploitation, and to learn which behaviours are acceptable and which are not. Staff may find that they have to plan work in different ways to meet the needs of these young people; in particular, additional support may be needed to ensure that they draw maximum benefit from Sex and Relationships Education. In addition young people should not be withdrawn from this aspect of the curriculum in order to focus on National Curriculum Subjects. All staff, ancillary, physiotherapists, nurses, teachers and carers, must follow the school policy when working with these pupils.

Child Protection

Children and young people cannot learn effectively if they are concerned or frightened about being harmed or are the victims of abuse. The school provides a safe and structured environment for children where they can receive advice and guidance on matters which are troubling them and on which they need help and support. These can include matters relating to sexual abuse or exploitation. Relationships and Sex Education, which brings a greater understanding of what is and what is NOT acceptable in relationships, can lead to a child protection disclosure. If a member of staff suspects that a child or young person is at risk of or is suffering harm from abuse, then the 'All Wales Child Protection Procedures- Keeping Learners Safe' will be followed and the matter will be referred to the designated teacher responsible for child protection. Where a member of staff has reason to believe that a child may be sexually active, this will be viewed as a child protection issue and referred to the designated leader or teacher. The designated teacher will advise members of staff on child protection procedures and will be responsible for making contact with Social Services. School staff will not investigate a child protection case and will not discuss the matter other than with the designated teacher. The designated teacher in Coedffranc Primary is Geraint Jones, Head Teacher. The deputy designated teacher is Carys Roderick Deputy Head Teacher. The designated Governor is Steve James Chair of Governors. (See the Child Protection Policy for more information)

Confidentiality

Pupils within school should be reassured that their best interests will be maintained at all times. It is not possible for teachers or any member of staff within school to provide pupils with an unconditional guarantee of confidentiality. Where confidentiality is to be breached by a teacher then the pupil will be advised before it happens, by the teacher, who will arrange support as appropriate. Where abuse is suspected then CHILD PROTECTION procedures will be followed. (See the Child Protection Policy for more information)

Education Programme and Teachers notes

Coedffranc Primary is committed to educating all pupils in responsible and healthy personal relationships. Sex education will be placed within a clear framework of values, attitudes and skills and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, parenthood, and sensitive areas need to be presented in a balanced way so that ethical issues are discussed objectively.

Young people need to be made aware of the law relating to sexual activity and how they may gain confidential advice. Ideally, they should talk to adults they can trust but there may be cases when a teacher learns that a pupil is sexually active. In such circumstances the school should be in a position to ensure that:

- ♣ The young person is persuaded to talk to their parents, or an appropriate adult.

- ♣ Any child protection issues are addressed
- ♣ The child has been adequately counselled
- ♣ Schools should not have to handle such information without parental knowledge.

Since Autumn 1994 all schools have been required by law to provide a statement on sex education within the curriculum. In September 2000 a new curriculum framework for Personal and Social Education (PSE) was published. Delivery of the PSE has become statutory requirement since April 2003. As such it is recommended that teaching is provided on this area of the curriculum.

As a co-ordinated approach to sex education is necessary, building gradually on knowledge from year to year. The presentation of sex education within the classroom is a matter for the professional judgement of the Head teacher and designated staff. This should be co-ordinated to ensure that continuity on sex and relationships education exists at transition from primary (year 6) and secondary (year 7). Teachers will use their professional expertise and facilities together with the support of external agencies. School governors should accept responsibility for ensuring the holistic delivery of the PSE framework, a part of which is sex and relationships education. Copies of the school's policy on sex education are available on request to both parents and teachers who have the right of withdrawal from these lessons. Parents and pupils should be assured that personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education within the school's PSE curriculum.

All those contributing to the relationships and sex education programme within school are required to work within school's agreed values. Appropriate training and support in delivering the programme sensitively and effectively will be provided via the Local Education Authority.

Ground rules to support relationships and sex education within the PSE curriculum.

Clear ground rules will be set to allow the establishment of a safe environment, eliminating embarrassment and anxiety. Coedffranc Primary will review these rules on a class/year group basis. Such ground rules include:

- ♣ No one (teacher or pupil) will be expected to answer a personal question
- ♣ No one will be forced to take part in a discussion.
- ♣ Meanings of words will be explained in a sensible and factual way.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate. Having clear ground rules will support them in doing this. Where unexpected questions are raised by pupils then teachers will respond by: Where a question is too personal, reminding pupils of agreed ground rules. If particular support is required then the pupil

can be referred to an appropriate person e.g. schools counsellor, nurse, helpline, or outside agency.

If the teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher research the question later. Strategies that ask the pupil to explore what brings them to ask that particular question, and what the pupil thinks the answer to a particular question might be, will be employed. Puberty and changing body talk is delivered by the school nurse to year 5 and year 6 pupils (lesson 2). Lessons 1 and 3 are delivered by the class teacher.

If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concern of sexual abuse, the teacher should acknowledge it and promise to deal with it on an individual basis.

If there is concern over sexual abuse the teacher must follow the school CHILD PROTECTION procedures (All Wales Child Protection Procedures 2008).

Teachers will provide information that is appropriate to the child's question taking into account their age, existing level of knowledge, emotional, physical, psychological development needs, and the nature of the question that has been asked. Teachers are not health professionals and cannot provide advice on specific sexual health issues and or treatments.

Teaching Strategies to support Relationships and Sex Education

Discussion will form an important part of the delivery strategy for this programme allowing pupils to draw on previous knowledge, to consider their beliefs and attitudes to different topic areas, whilst practising a range of social skills. Some schools where there are issues of concern may wish to develop project based learning allowing reflection on new learning and provides opportunities to expand action planning skills. Embarrassment can be prevented by use of distancing techniques. In such circumstances, pupils will be encouraged to use case studies with invented characters, theatre education groups, creative writing and appropriate video to explore topic areas.

We have a responsibility to educate our pupils so that their actions are based on knowledge, understanding and accurate information to enable them to make informed choices about their health and emotional well being.

We need to inform staff, governors and pupils of the appropriate action to be taken where situations of a sensitive, sexual nature arise. (See the Child Protection Policy for more information)

Responding to Incidents

- ♣ The school has identified a designated child protection leader (Mr Jones) who has responsibility for dealing with sexually related incidents.

- ♣ A teacher approached by a pupil for specific advise on aspects of sexual behaviour should, report the information to the designated person and wherever possible,

encourage the pupil to seek advice from his/her parents and from the relevant health service professional

- ♣ If the teacher or TA believes that a pupil is at moral risk, at risk of physical or significant harm or in breach of the law, the teacher has a duty to make the pupil aware of the implication and urge him/her to seek advice. The designated leader/ teacher must also be informed of the incident and the correct paperwork needs to be completed.(See Child Protection Policy)

- ♣ Teachers should be careful not to guarantee or offer unconditional confidentiality to pupils, but reassure the pupil that only a limited number of staff will be made aware of any incident. The pupil will be informed first and given appropriate support.

- ♣ An undertaking to follow the school's child protection policy if there is a possibility of abuse

- ♣ How pupils may be informed of sources of confidential help (See Child Protection Policy for sources)

Coedffranc Primary has appointed designated teachers. Staff are informed annually of the policy and receive an updated copy. All staff and governors working at Coedffranc Primary have received child protection training. All teachers and teaching assistants have read the child protection policy. This has resulted in staff having a consistent approach in dealing with these sensitive matters.