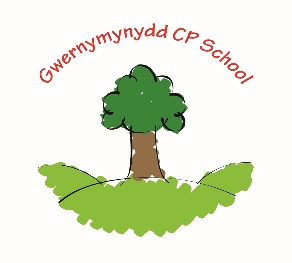
**The Hafod Federation**

Sex and Relationships Education Policy

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K Brookes 23rd November 2023

Chair of Governing Body Date of Acceptance

Review Date November 2025

**1.** **Introduction**

The Hafod Federation plays a central role in having a positive and sustained impact on children and young people’s sexual health and well-being. All learners in the Hafod Federation will receive high-quality sex and relationships education (SRE) as part of their personal and social development.

The Welsh Assembly Government’s Seven Core Aims for Children and Young People summarise the United Nations Convention on the Rights of the Child (UNCRC) 2004. ‘The Core Aims describe the entitlement of children and young people to access educational and health services, and address their right to be listened to and to participate in the decisions that affect them.’

‘Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being’.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

# **Legal Context**

This policy meets the legal requirement for all Governing Bodies of maintained schools to keep an up to date, written statement with regard to the provision of Sex Education.

*Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools*

# **Definition of Sex and Relationships Education (SRE)**

‘Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing’.

The Family Planning Association (FPA) www.fpadirect@fpa.org.uk

1. **Aim**

Sex and Relationships Education in the Hafod Federation aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

1. **Objectives**

The federation will:

* + - Help children understand the importance of stable and loving relationships, respect, love and care
    - Help children to understand the information and situations they come across and to put them in a values framework
    - Help children to communicate about matters to do with their bodies and relationships without embarrassment
    - Provide information on:

O Loving relationships

O Names of parts of the body

O Appropriate and inappropriate touching

O Different kinds of families

O The process of reproduction

O The physical and emotional changes associated with puberty

O The development of the foetus in the uterus and the birth

O The needs of babies and the responsibility of parenthood

* + - Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
    - Teach children to respect themselves and other people
    - Help children to understand their own feelings and the feelings of others

1. **Environment and Ethos of the Federation**

The environment and ethos support the pupils’ personal development in the following areas:

* + Planned Sex and Relationships Education within PSE with a clear purpose for each input
  + Planned teaching of relevant knowledge and understanding, skills, values and attitudes within National Curriculum subjects and RE;
  + Teaching and learning strategies which use interactive and experiential approaches that are relevant and suitable to the needs and aptitudes of pupils and which offer ample time for discussion and reflection
  + Valuing pupils and promoting positive relationships and self-esteem
  + Effective coordination and staff training and support
  + Opportunities in school for pupils to participate in decision making
  + Positive behavioural approaches

1. **Curriculum**

Sex and Relationships Education (SRE) will be taught within the context of the

Framework for Children’ Learning for 3 to 7 year olds, the Personal and Social Education (PSE) Framework for 7 to 19-year-olds as a basis for provision and the Science order.

**Foundation Phase Framework for Children’s Learning for 3 to 7 year olds in**

**Wales (2008) (APPENDIX 1)**

Education about relationships for 3 to 7 year-olds should focus on the building of self-esteem by encouraging learners to:

* + value themselves
  + recognise and communicate their feelings
  + form friendships and relationships

**By the end of the Foundation Phase, Year 2 pupils will recognise parts of their body in order to differentiate between male and female.**

**Personal and Social Education Framework for 7 to 19 year olds in Wales (2008) (APPENDIX 2)**

**SRE should help 7 to 11-year-olds to understand:**

* + the reasons for the physical and emotional changes that take place at puberty, to include conception, pregnancy and birth
  + the range of their own and others’ feelings and emotions
  + the importance of personal safety
  + how to distinguish between appropriate and inappropriate touch
  + what to do or to who to go to when feeling unsafe.

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self awareness and self-respect and develop their self-esteem.

**By the end of year 6, the school will ensure that pupils are aware of the reasons for the physical and emotional changes during puberty including conception, pregnancy and birth.**

1. **Organisation and Delivery**

The learning experience should be delivered with a sensitive, relaxed and informative approach. Circle time will be used for open discussion and debate as well as question and answer sessions.

The content should be closely matched to the individual needs of the children. Some issues are genuinely sensitive yet it is important to keep up to date of current issues locally and nationally so that learners are able to make wise, sensible and informed choices about their lives and their personal relationships.

Most lessons will be taught in mixed gender groups by their class teacher; however single gender lessons will be built into the programme to ensure that both boys and girls have an opportunity to ask questions which may be sensitive for them.

In **Year 2,** during the Summer Term, pupils will learn the names of body parts in order to differentiate between male and female. They will also learn about appropriate and inappropriate touch.

In **Year 3 and 4**, pupils will revise the activities taught in Year 2 and will learn about some aspects of the human body through the topics covered.

Sexual aspects within the curriculum will be taught mainly in **Years 5 and 6**, during the spring/summer terms, through an organised programme of Sex and Relationships Educational lessons. The curriculum time will be flexible, depending on the needs of specific classes.

6.1 Resources

The SENSE CD-rom resource is mainly used in Sex and Relationships Education, as recommended by Welsh Government, for years 5/6.

The interactive ‘Growing Up’ / Tyfu i Fyny resources provided by Healthy Schools support delivery in years 2 upwards.

Stonewall Toolkit – Getting Started

A selection of the following resources also support delivery in Foundation Phase and Key Stage 2:

* + Circle Time resources
  + SEAL (Social Emotional Aspects of Learning)
  + School library

6.2 Answering Questions

* + Teachers will attempt to answer general questions from pupils honestly considering the pupils age and maturity
  + Teachers will use a question box which gives children the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses
  + If a pupil asks questions about values, teachers will refer the child to its family and will try to avoid giving own views as the only right one
  + Teachers will deal honestly, sensitively and in a non judgemental way with sexual orientation.

6.3 Use of Outside Speakers

The core SRE programme is delivered by the class teacher in all years. This makes the content approachable and allows plenty of opportunity for pupils to come back to staff with any questions. Learners are encouraged to speak to the member of staff they feel most comfortable with; male or female.

However the federation recognises the value of involving outside speakers within the SRE programme as appropriate. Where outside speakers are invited in to the schools, they will be made aware of the contents of the federation SRE policy prior to the visit in order to ensure consistent messages are delivered. If outside speakers are used to support the SRE programme, a member of staff will be present throughout.

6.4 Assessment, Recording and Reporting

Reports are made to parents through annual parent meetings and written annual reports. The child’s progress and overall approach to PSE will be reported, and a formal summative assessment made.

Examples of pupils PSE work will be collected throughout the year as evidence of their progress. Pupil’s work as well as self evaluation sheets will be held in pupils’ books.

1. **Training**

SLT (Senior Leadership Team) will ensure that there is appropriate training and resources for all staff involved in the delivery of the aims and objectives of the Sex and Relationships Education Policy.

1. **Contact with Parents**

The Hafod Federation believes that Sex and Relationships Education should be a shared responsibility. We wish to build a positive and supporting relationship with the parents through mutual understanding, trust and co-operation.

In promoting this objective we:

* + provide an opportunity for the federation’s SRE policy and practice, including use of resources to be shared
  + respond to any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the schools
  + involve parents in reviewing the policy and making modifications to it as necessary (Through Governor Meetings)

# **Parents/Carers right to withdraw**

Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than Sex Education contained within the national curriculum.

Parents/carers must inform the school it they wish to exercise this right. If a parent wishes their child to be withdrawn from SRE, they are welcome to make arrangements to see the Head teacher to identify which aspects of the programme they do not wish their child to participate in. These arrangements are specified within the school Prospectus.

1. **Child Protection**

It may be necessary to invoke local Child Protection Procedures if a pupil’s safety or welfare (or that of another pupil) is under threat. It would be only in exceptional circumstances, e.g where there is a clear child protection issue, that sensitive information is passed on against a pupil’s wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

* + - Where there is Child Protection issues
    - Where a life is in danger

1. **Confidentiality**

The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, it will be discussed with the head teacher. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

* + Child Protection
  + Co-operation with a police investigation
  + Referral to external service

Every effort will be made to secure the pupils agreement to the way in which the school intends to use any sensitive information.

Ground rules will be established prior to the delivery of the SRE programme in order to protect learners and teaching staff.

1. **Equality**

As an employer and provider of services The Hafod Federation will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The federation will not tolerate any form of discrimination, harassment or victimisation.

We will work across our community to ensure our commitment to equality and fairness is shared and take steps to ensure that our schools are accessible, welcoming and inclusive.

1. **Implementation**

In the Hafod Federation, the teaching staff are responsible for implementing the SRE programme.

The Head teacher and Governing Body have ultimate responsibility for the implementation of the SRE Policy. It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the SRE policy, and that the policy is implemented effectively. It is also the Head teacher’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.

Consideration will be given to ensure the complementary role of all school policies to the PSE curriculum, to ensure that the curriculum reflects the contents of the policy and the policy reinforces the curriculum:

Child withdrawal procedures Child Protection procedures

Bullying procedures Equality statement

1. **Policy formation and Consultation Process**

The Sex and Relationships Education Policy was developed in line with local and national guidance.

Parents/governors were consulted before presenting the draft policy/procedures to the staff/governing body.

1. **Monitoring and Evaluation**

The Sex and Relationships Education programme will be monitored and evaluated by the PSE coordinator in accordance with the annual self-evaluation process.

The following people will be consulted when the policy is reviewed:

* + Pupils
  + Staff
  + Governors
  + Parents/ Carers
  + Health Professionals

Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability.

Parents and carers will be invited to feedback their ideas for improvements.

1. **References**

Personal and Social Education Framework for 7 to 19-year-olds in Wales (2008)

Foundation Phase Framework for Children’s Learning for 3 to 7-year-olds in Wales (2008)

Welsh Assembly Government Circular 019/2010: Sex and Relationships Education in schools

Guidance for Employees and Volunteers whose work brings them into contact with

Children and Young People’ Wrexham Safeguarding Children Board 2008

**Appendix 1**

**Foundation Phase Framework for Children’s Learning for 3 to 7 year olds in Wales (2015)**

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children’s skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views ........ They develop an awareness of their environment and learn about the diversity of people who live and work there ........As their self-identity develops, children begin to express their feelings and to empathise with others.

Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

• activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

• activities that allow them to feel safe and secure and feel that they are valued

• activities that contribute to their own safety

• activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy

Skills

Personal development

Children should be given opportunities to:

• become independent in their personal hygiene needs and to be more aware of personal safety

• express and communicate different feelings and emotions – their own and those of others

• show curiosity and develop positive attitudes to new experiences and learning

Social development Children should be given opportunities to:

• be aware of and respect the needs of others

• take responsibility for their own actions

• consider the consequences of words and actions for themselves and others

• form relationships and feel confident to play and work cooperatively

• value friends and families and show care and consideration

• appreciate what makes a good friend

• develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity

• develop an understanding of the diversity of roles that people play in different groups and communities

• begin to question stereotyping.

Moral and spiritual development

Children should be given opportunities to:

• respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively

• communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate

• communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses

• respond personally to simple imaginary moral situations giving reasons for decisions made

• use stories or situations to raise questions about why some things are special

• talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex

• ask questions about how and why special things should be treated with respect and respond personally

• ask questions about what is important in life from a personal perspective and from the perspective of others.

Well-being

Children should be given opportunities to:

• be aware of their own feelings and develop the ability to express them in an appropriate way

• understand the relationship between feelings and actions and that other people have feelings

• understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings

**Appendix 2**

**Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)**

Health and emotional well-being

Learners should be given opportunities to:

* take increasing responsibility for keeping the mind and body safe and healthy
* feel positive about themselves and be sensitive towards the

feelings of others and to understand:

* the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
* the range of their own and others’ feelings and emotions
* the importance of personal safety
* how to distinguish between appropriate and inappropriate touching what to do or to whom to go when feeling unsafe

Moral and spiritual development

Learners should be given opportunities to:

• explore their personal value and to understand:

* how cultural values and religious beliefs shape the way people live
* that people differ in what they believe is right and wrong
* that personal actions have consequences

**Science in the National Curriculum for Wales**

Interdependence of organisms

Pupils should be given opportunities to study:

• the names, positions, functions and relative sizes of a human’s main organs.