



Sex Education Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

Sex Education Policy for Ysgol Gymraeg Bryniago

Introduction

i. Sex education is an integral part of the education of the whole person and should, therefore, form part of the curriculum for all pupils. This policy document aims to advise Governors on the legal requirements of the Education Act 1993 in respect of sex education and to give practical guidance to teachers to help them plan appropriate programmes of sex education.

ii. The principles on which the policy is based are that the whole person should be developed within a framework of moral values, that the learner's education is a process shared with the family and that central to the learner's development is the growth of self-knowledge, self-esteem and confidence. The education provided to pupils in Swansea aims to help learners become self-reliant, self-respecting and responsible adults, to develop a personal moral code sensitive to the needs of others to promote equality of opportunity and respect for all men and women irrespective of race and gender. These are aims which are fundamental to the development of this sex education policy.

iii. It is important that sex education is integrated into a cross curricular programme with continuity from the Primary phase onwards in order to recognise the gradual process of sexual maturation. Care needs to be taken to match any sex education with the maturity of pupils; maturity which may not correspond with chronological age.

iv. It is recommended that sex education ought not to be taught in isolated lessons, or by people who are unknown to pupils. If outside visitors are involved, they should be made fully aware of the school's policy and arrangements should exist for the presence or intervention of teachers as appropriate.

v. It is important that a school's sex education policy is known to all staff in a school, so that if sexual matters arise in any lesson they are handled appropriately and in line with the school's written policy.

vi. Partnership with parents is essential. It is recommended that the subject is discussed with parents when children start school. Parents should be provided with easy access to the school's written policy and with opportunities to view and discuss teaching materials. Parents need to know that the subject is considered to be important, will be approached sensitively, will be set within a moral framework and taught in a manner which promotes a healthy life style.

Legal Framework

Section 241 of the Education Act 1993 introduced new arrangements for sex education which require that:

- Schools must have a written statement of policy.
- Primary schools can provide sex education but whether they do so is at the discretion of the school.
- Introduced in May 2004, the Sexual Offences Act was designed to protect people from sexual crimes, especially vulnerable people such as children. The Act covers rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent.
- Parents (or persons with parental responsibility) of pupils at all maintained schools will have the right to withdraw their children from all or part of the sex education offered, except that which forms part of the National Curriculum.

Responsibilities of Governors

See Welsh Office Circular 45/94 Sex Education in Schools.

- In discharging their duties relating to sex education, Governors should have due regard to moral considerations, the value of family life, and, be sensitive to any religious or cultural factors bearing on sexual issues;
 - Governors of every maintained Primary school shall determine whether or not, or at what stage to provide sexual issues;
 - Governors of every Secondary school shall make and keep up-to-date a separate written statement of their sex education policy and make copies of the statement available for inspection by parents of registered pupils at the school;
 - The legal requirements for maintained Special schools correspond to those for other maintained schools with pupils of the same age. All age schools may provide sex education for Primary pupils and must provide it for all Secondary age pupils;
 - Governors of Voluntary Aided schools are not obliged to comply with all the detailed requirements of Circular 45/94, but they do need to consider the provision of sex education as part of their wider curricular responsibilities. Voluntary Aided schools are subject to Section 241 (5) of the Education Act 1993 and are required to have a written statement of whatever policy on sex education they adopt and to make it available to parents on request;
 - Governors are required to determine how parents are to be consulted and informed, what opportunities there will be to view teaching materials, how they will inform parents of the methodology to be used and whether and how to use outside speakers;
 - The policy should refer to the organisation of sex education and to the arrangements to be adopted to give parents the right to withdraw their children from all or part of any sex education provided. N.B. Parents do not have to give reasons for exercising their right of withdrawal.
 - Governors should maintain a distinction between their responsibilities for determining general policy and the exercise by the headteacher and staff of
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their own professional skills in developing the curriculum in accordance with that policy.

- Governing bodies should involve all parents as fully as possible in the formulation and review of their policy; particular attention should be given to finding ways to elicit the views of some religious and ethnic minority communities who may not wish to discuss the matter in public discussions or meetings.

The Education (School Curriculum and Related Information (Wales) Regulations 1991)

These regulations require schools to publish in their prospectus a summary of the content and organisation of any sex education provided.

In-Service Training

Sex education is a sensitive subject and therefore, as for any other subject, teachers require appropriate training. It is also recommended that Governors avail themselves of appropriate training. When teachers know that they will be involved in teaching sensitive or potentially controversial aspects of sex education they are strongly advised to seek advice on appropriate methodology and approaches from the LEA Teacher Adviser.

Programmes of study for Key Stages 1-4 including teachers' notes and suggested resource material for each Key Stage.

Foundation Phase pupils will:

1. Discuss the fact that there are different kinds of families, that the care and love characteristic of successful family life is very valuable and that the young need to be looked after and protected.

Teachers' Note

It is important that teachers give pupils the opportunity to discuss the various types of families while bearing in mind and being sensitive to, the different family arrangements which might exist for individual pupils. The following issues related to family life can be built upon and incorporated within topics:

- Introduce the children to the idea of themselves at the centre of a network of special people in their lives and give them opportunities to discuss extended families;
 - Focus on the special people within their family and on friends;
 - Discuss the arrival of a new baby in the family; talk about the new person and how everyone is affected by her/his arrival; involve the children so that they relate their own experience with babies, brothers and sisters;
 - Talk about how people care for them, the things that they need help with, the things they can do for themselves and those that they are getting better at doing;
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- Discussion can include animals and their young and the importance of caring for pets.

2. Begin to understand the importance of valuing themselves and others and to learn to use some of the vocabulary associated with the communication of feelings.

Teachers' Note

It is fundamental to education about relationships that children understand the fact that everyone has feelings even though they are things which cannot be seen or touched; teachers should emphasise that there are emotions which are shared by everyone. A number of issues in relation to this point can be introduced to children:

- How feelings can be seen in facial expressions and body language as well as in what people say. Ask the children to think of some 'feeling' words :- happy, sad, frightened, hurt, excited, anxious etc.
- Developing the children's understanding of the complexity of everyone's expression of feelings: how people feel when they are cross, worried, proud, pleased etc and how people show such feelings:
- Talk about some of the things that people do or say that might hurt other people's feelings;
- Demonstrate through role play, puppets etc the various situations that are particularly meaningful for young children e.g. celebrating a birthday, losing a pet, receiving present at Christmas, someone breaking a model which has just been made. By acting out these situations in front of classmates, can other children guess how they are feeling?

3. Learn that people have rights over their own bodies, that people touch one another in different ways according to the kind of relationship that they have and that there are good and bad touches.

Teachers' Note

Children need to learn that their bodies are special to them and that they are valuable and unique individuals. One aspect which requires particular attention is that teachers emphasise the importance of telling someone – and making certain that someone listens – if they have a secret which is worrying them. Other issues which might be discussed when dealing with this aspect of the policy are:-

- Different ways in which special people in their lives touch them, e.g. cuddle, kiss, hold hands. How do these different ways make us feel?
 - The fact that we only let people cuddle and kiss us when we know and trust them
 - Discuss with the children what they should do if people touch them in a way that they don't like and who has the job of helping them feel safe?
 - Discuss with the children the differences between secrets which are good and which make people feel happy and secrets which are bad and which hurt or worry people.
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4. Learn to describe, using an appropriate biological vocabulary, the main physical differences between males and females.

Teachers' Note

This aspect of the policy provides children with an opportunity to develop the concept of sameness and difference by discussing similarities and differences in physical appearance. The discussion might be started by talking about how different people, whether they are male or female, have different likes and dislikes, interests, families, friends and homes. This discussion can then be extended by:

- Discussing the differences between males and females in other species
- Presenting selected photographs of babies, perhaps children can bring in photographs of themselves as babies. When children are shown the photographs anonymously, can they identify the boys and the girls? What makes the children think they are boys and girls?
- Discuss some of the physical differences between boys and girls, e.g. boys have a penis, girls have a vagina
- Explore a child's view of body growth and change, a possible starting point for labelling part of the body, clarifying the right words for the sexual organs

At Key Stage 2 pupils will:

Re-examine, as appropriate and in greater detail, the topics covered in the Foundation Phase.

Begin to understand the physical and emotional changes which take place and puberty and to understand that these changes take place at different times for different individuals.

During Key Stage 2 children will develop a great deal in terms of their physical maturity. Some girls will start their periods before they leave the primary stage, some boys and girls may be developing pubic hair, all will have grown bigger and stronger.

- All pupils need to be prepared for some of the physical and emotional changes which take place during adolescence and helped to acquire an understanding of what happens to their own and other people's bodies.
 - The different rates at which individual children develop should be stressed when dealing with puberty and the normality of different rates of growth emphasised. This can be a time when pupils worry about themselves and become concerned about their normality.
 - Teachers dealing with the physical changes which take place during puberty should emphasise that being physically capable of having children does not mean being emotionally ready for the experience.
 - The responsibilities of parenthood should be discussed.
 - The topic of menstruation is best taught to girls and boys together, girls may benefit, however from an additional single sex session where their particular questions can be dealt with. Equally a single sex session for boys where an opportunity to ask questions which are particular to their concerns can be provided.
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Begin to understand the basic biology of human reproduction, foetal development and that children need love and care.

Teachers will need to deal with the fact that males and females are needed to make babies, that babies grow inside their mothers for about 9 months before they are born and that children need many years of loving care after they are born. It should be emphasised that this latter aspect is crucial to the reproduction of human beings.

- By Year 6 the basic facts of sexual intercourse should be introduced. The fact that males produce sperm and that females produce eggs and that when a man and a woman decide that they are committed enough to one another to have a child together then the process starts with sexual intercourse. Only the reproductive purpose of sexual intercourse should be dealt with in the primary school. In general questions can and should be dealt with in a supportive and relaxed classroom discussion. A useful supplementary strategy for enabling pupils to ask questions however is to provide a box, where children who may be too embarrassed to ask certain questions, can place them anonymously to be answered later.
- Sometimes children ask questions which do not relate directly to work which the teacher has introduced, but to other aspects of sexual behaviour, e.g. oral sex, contraception or homosexuality. It is quite appropriate to tell the pupils to ask their mother, father or other carer these questions at home. Indeed, it is recommended that teachers adopt this approach.

Gain confidence in discussing their physical and emotional development with one another and with adults, sensibly and without embarrassment.

Acquiring the skills and attitudes necessary to enable pupils to share their views with one another and to be able to approach sensitive topics in a confident way is very important to pupils' developing capacity to make successful relationships.

Overcoming reluctance and shyness when discussing sensitive and personal topics depends partly upon having experience of such discussions in safe learning environments with both peers and teachers. Whenever appropriate teachers should provide pupils with the opportunity to:

- Discuss issues relating to their changing feelings as they grow up.
 - Practice role plays where assertiveness and appropriate ways to express opinions can be explored.
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**Attitudes, Values and Skills in the Foundation Phase and KS2
(PSE Framework)**

Key Stage	Attitudes and Values PSE Provision should enable pupils to:	Skills PSE Provision should enable pupils to:
FP	<ul style="list-style-type: none"> • Value friends and families as a source of love and mutual support. • Have respect for their bodies and those of others. • Begin to take responsibility for their actions. • Feel positive about themselves. 	<ul style="list-style-type: none"> • Recognise and express their feelings. • Make and maintain friendships. • Develop simple safety rules and resist inappropriate touching. • Begin to use ways of resisting unwanted peer pressure. • Practice making informed decisions.
2	<ul style="list-style-type: none"> • Show care and consideration for others and be sensitive towards their feelings. • Value friends and families as a source of love and mutual support. • Have respect for their bodies and those of others and enjoy and take more responsibility for keeping the body safe and healthy. • Take increasing responsibility for their actions. • Feel positive about themselves and be confident in their own values. 	<ul style="list-style-type: none"> • Empathise with others' experiences and feelings. • Make and maintain friendships and other relationships. • Resist unwanted peer pressure and behaviour. • Develop decision-making skills. • Begin to manage different emotions and handle change and new situations.

Knowledge and Understanding in FP and 2.

Key Stage	PSE Framework	National Curriculum: Science
FP	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know the names of the parts of the body in order to distinguish between male and female. • Distinguish between appropriate and inappropriate touching. 	<p>Pupils should be taught that:</p> <ul style="list-style-type: none"> • To name the main external parts of the human body • To recognise similarities and differences between themselves and other pupils. • To compare the external parts of human bodies with those of other animals. • That humans and other animals can produce offspring and these offspring grow into adults.
2	<p>Pupils should:</p> <ul style="list-style-type: none"> • Understand the physical and emotional changes which take place at puberty. • Know how babies are conceived. • Understand how the baby develops in the uterus and is born. 	<p>Pupils should be taught that:</p> <ul style="list-style-type: none"> • That there are life processes, including nutrition, movement, growth and reproduction, common to animals, including humans • The main stages of human life cycle.

Child Protection and Confidentiality

Child Protection

The school has a child protection policy and staff and governors are aware of their responsibility for child protection.

Confidentiality

The school has a separate confidentiality policy. It is essential that staff, governors, parents and pupils and other professionals working with the school are aware of this policy and understand its implications.

Working with Individual Pupils

Pupils with Additional Educational Needs and Learning Difficulties

Schools should ensure that the Sex and Relationships Education (SRE) provision is relevant to every pupil. Therefore, in some cases, the school will inevitably need to tailor SRE provision to individual pupils for those who have special educational needs and learning difficulties.

It is particularly important that schools consult and work with parents and carers in planning individually tailored SRE provision, as well as other relevant professionals such as nurses, physiotherapists and educational psychologists.

Cultural and Religious Backgrounds

The school's SRE provision should be culturally appropriate and religiously sensitive. Due consideration must be given to the views of pupils and their parents/carers from particular backgrounds in ensuring that this is the case.
