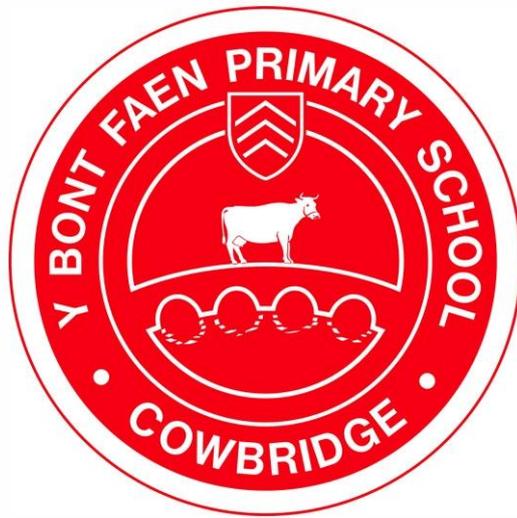


# **Y Bont Faen Primary School**



## **Sex Education Policy** **Polisi Agwedddau Rhywiol**

October 2017

## DOCUMENT INFORMATION – MANYLION DOGFEN

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Chair Governors: Cadeirydd:	of	T. Williams (electronically signed)	
Headteacher: Pennaeth:	J. Adams (electronically signed)		

### Aims

### Amcan

Y Bont Faen Primary School believes that sex education will be developmental and will prepare pupils for further work at school, and will work towards partnership with parents. At no stage do we teach children explicit sexual terms other than to use the correct body part names during science or preparation for puberty workshops.

The Governors and staff believe that sex education is part of the entitlement of pupils. But we expect parents to discuss with their children issues that arise within their own families.

The community accepts and acknowledges that appropriate sex education helps our pupils' development, confidence and self-esteem.

The Sex Education programme will encourage the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

The Sex Education Programme will provide information which is easy to understand and relevant to the age and maturity of pupils. Our aim is for issues to be discussed in the context of relationships. It will be taught through topics and themes, some of which will be developed for specific age groups and will be repeated each year.

According to guidance from the Welsh Government, 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.

These all form part of Personal and Social Development (PSD) in the Foundation Phase, and so are addressed there.

Education about relationships should help 7 to 11-year-olds to understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe.

These can be covered under the relevant aspects of the National Curriculum (Science), specifically in the relevant parts of Life processes and Humans as organisms.

Following Professor Donaldson's review of the curriculum (Successful Futures), sex and relationships education will be addressed under the Health and Wellbeing Area of Learning

### **Co-ordination**

#### **Dull**

Sex education will be co-ordinated by the Head teacher in close co-operation with the class teachers for Year 5 and 6

### **Working with parents**

#### **Cyd-weithio efo rhieni**

The school is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of the science national curriculum.

Parents wishing to exercise their right must confirm this in writing to Julia Adams, the head teacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration. Any specific sex education materials will be available for parents on request.

### **Safeguarding**

On rare occasions, a primary-age child who is sexually active or is contemplating sexual activity may directly approach a teacher. This is a child protection issue. In such cases, the teacher should always approach the designated member of staff with responsibility for safeguarding and child protection. The designated member of staff should make sensitive arrangements to address the child protection issues, in line with locally agreed safeguarding and child protection policies, and ensure that help is provided for the child and family.

The head and deputy are trained in aspects of safeguarding and the necessary procedures that must be followed; the school also has a safeguarding policy.

A child's confidentiality will be maintained. But if it is believed that the child is at risk or in danger a teacher must confer with the head or deputy. The child will be supported by any member of staff with whom he/she feels comfortable.

## Teaching methods

### Dull o ddysgu

Active learning methods will involve children's full participation. Single gender groups will be used as deemed appropriate and relevant.

### Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question. Questions do not have to be answered directly and can be addressed individually later. N.B. to give advice or explanations in some areas relating to sexuality/substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations and should refer to the head or deputy head if they are concerned for further advice and clarification.

### A sequence for teaching sex education

This includes elements of the National Curriculum and Health Education matters. Although the sequence is developmental certain themes are repeated in class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils:

#### Ages 4-5

- people in my life. What they do for me and what I do for them;
- my moods- feeling happy, sad and so on;
- friendships
- loss and mourning (e.g. pet, person)
- keeping safe - danger I might come up against. Saying no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;
- ageing - how we know things are alive, dead, young, old;

#### Ages 6-7

- changes as we grow;
- different types of families;
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening/sharing)
- what makes me happy;
- what I like or don't like about other people;
- keeping safe;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- inside my body - the functions of different parts;

#### Ages 8-9

- feelings - things which make me happy, sad embarrassed, scared etc.
- difficult situations - e.g. teasing and bullying
- changes in my own body and in those of others;
- family trees
- keeping healthy - exercise, diet, grooming, the immune system;
- friendship - who our friends are; how we make and loose friends;
- making decisions - influences on me;

- keeping safe;
- varied lifestyles in the class and community - differences in others

### **Ages 10-11**

- decision making, risk taking;
- feelings about the future (e.g. changing schools)
- families and how they behave- what members expect of each other;
- celebrations of birth, christening, puberty, marriage and death in different cultures;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people,
- sexuality - what is it, and what words describe it;
- body changes in me and others - why they are happening;
- things that go into my body that will make me well (e.g. good food and medicines when we are ill)
- things that go into my body that will harm (drugs that are not medicines, cigarette smoke, poisons);
- messages about health and sexuality from television, videos, films, computers and newspapers.