

# Pentrepoeth Primary School



## Relationships and Sexuality Policy

**Pentrepoeth Primary School**  
**Relationships and Sexuality Policy**

Written in Reference to the Welsh Government Draft Guidance (February 2019)

## Introduction

The purpose of this policy is to provide all stakeholders (pupils, staff, parents / carers, governors and external organisations) at Pentrepoeth Primary school information about our RSE provision.

We recognise that all learners have rights under the 54 Articles of the United Nations Convention of the Rights of the Child (UNCRC). In particular the rights below underpin and shape our RSE curriculum and school policy:

UNCRC Article	An inclusive RSE curriculum that...
Article 2 all children have these rights	promotes equality and challenges discrimination
Article 6 the right to life and to grow up to be healthy	develops the knowledge and skills to identify and develop healthy relationships
Article 7 the right to a name and nationality	recognises the right to an identity; both gender and sexual identity
Article 12 the right to say what you think should happen and be listened to	that is flexible and responsive to the needs of learners
Article 13 the right to have information	provides / signposts to age appropriate sexual health information, support and advice
Articles 19 and 34 the right to be kept safe and protected from sexual abuse	Is both preventative and protective and follows clear safeguarding procedures

Pentrepoeth Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS) which provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, curriculum, school ethos, learner voice and the wider community.

## Aims and expected outcomes of RSE

RSE at Pentrepoeth Primary School aims to teach learners about the ways in which society, culture, technology and biology influence and affect the ability to form and maintain positive, healthy relationships. That healthy relationships are fundamental to our sense of belonging and can influence our physical, mental and emotional health. We hope that through our inclusive RSE curriculum learners will be able to develop the values, skills and attitudes to establish respectful and fulfilling relationships throughout their lives. To enable our learners to make responsible and informed decisions now and as they grow from childhood through adolescence and into adulthood.

## **Management of the RSE Programme**

The Head teacher is the strategic lead for RSE and Mr. Willmore is responsible for identifying any training needs of staff, resources, listening to learner activities and keeping up to date with developments in the subject area by attending appropriate training. The Headteacher and Mr. Willmore will audit RSE every two years using the audit tool in appendix 1.

The Governing Body is responsible for ensuring that the RSE policy is up to date, monitored, consulted upon, effectively implemented and is widely disseminated throughout the whole school community. Mrs Jo Cueto is the named governor for RSE.

## **RSE Curriculum**

The RSE curriculum at our school is based on the latest Welsh Government Guidance “Relationships and Sexuality Education in Schools (February 2019)” and the “UNESCO International Technical Guidance on Sexuality Education: An Evidenced Informed Approach (2018)”. RSE is taught by class teachers in both discreet lessons and across the curriculum and teaching techniques will vary according to the needs of learners. Where appropriate, the programme is enhanced by external partners such as health professionals. Delivery by external partners is planned into the RSE curriculum and the RSE values and school policy are shared with all visitors.

Pentrepoeth Primary School uses the following resources:

- Growing Up
- Range of books
- School beat
- Afon Cymru ( Spectrum)
- NSPCC Pants resource
- Sense DVDs

An overview of our curriculum can be found in Appendix 1. We use the themes from the UNESCO International Technical Guidance on Sexuality Education as a reference

## **Teaching Sensitive Issues**

Some aspects of the RSE programme will be sensitive to pupils and adults and we will endeavour to lessen any concerns through our well planned programme; with access to balanced factual information. Each class will establish clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE and both pupils and teachers will avoid sharing personal information. Distancing techniques will also be used to help pupils to discuss sensitive issues and develop their decision-making skills in a ‘safe’ environment. Sometimes an individual child may ask an explicit or inappropriate question. These questions do not have to be answered and can be addressed later. The school

includes a question box within all RSE lessons for pupils to anonymously ask a question. Any information that the teacher feels would support the class will be followed up in a later activity.

As part of the RSE programme in Pentrepoeth Primary school all teachers will be consistent with the terminology used. The school has agreed to use the following terminology penis and testicles for males and breasts and vagina for females from Nursery.

### **Safeguarding and Confidentiality**

Our RSE curriculum should support learners to be able to build their knowledge and understanding of how to recognise discrimination, abusive relationships and violence and develop an understanding of issues regarding consent. As a result learners may disclose information to school staff that cannot remain confidential. When this occurs school staff will follow the guidelines below:

- Remind learners that they cannot offer unconditional confidentiality;
- Inform learners first if staff are going to break confidentiality;
- Encourage learners to talk about any worries and concerns they have with parents/carers;
- Ensure that the learner has been supported adequately by an appropriate member of staff and informed about contraception, including precise information about where young people can access sexual health services **(secondary school aged children only)**;
- Always follow the school's Safeguarding Policy if there are child protection concerns.

***If a primary aged pupil discloses that they are sexually active or contemplating sexual activity then this is a child protection issue and the school's Safeguarding Procedures will be followed.***

### **Working with parents/carers and the wider community**

At Pentrepoeth Primary School we recognise that parents / carers are crucial in the success of our RSE curriculum. We will work with parents/carers to build positive and supporting relationships in relation to the teaching of RSE. To promote this we will:

- Inform parents/carers about contents of the RSE policy, curriculum planning and resources via school newsletters, school prospectus
- Consult with parents/carers about the content of the policy and involve them in the reviewing process and
- Discuss any issues that parents may have in relation to this policy or the delivery of RSE

Parents/carers have the right to withdraw their children from all or part of the RSE programme, except that which is included in the National Curriculum. We at Pentrepoeth Primary School would always wish to discuss any worries or concerns that parents/carers may have and would encourage them to talk to their class teacher

in the first instance or the Headteacher. All requests to withdraw children must be made in writing to the Chair of Governors at the school.

### **Listening to Learners**

The RSE curriculum at Pentrepoeth Primary school is flexible and responsive to the issues and questions that may arise during lessons. School staff will respond in an age appropriate and respectful way. There will also be the opportunity for pupils to take part in learner-led, teacher supervised research. The views of learners regarding the RSE curriculum will be sought through annual pupil surveys in years 5 and 6 and pupil led learning walks.

### **Monitoring and Evaluation**

The RSE curriculum will be monitored and evaluated by Mr. Willmore staff member annually using the audit tool in appendix 2 to ensure that it remains relevant and up to date.

Date of Policy September 30<sup>th</sup> 2019

Review Date of Policy September 30<sup>th</sup> 2021

Date of Audit

Review Date of Audit

Appendix 1

### Curriculum Overview

Class	Theme	Brief Theme Summary (how this will be taught e.g. in relation to ALN Include any input from external partners)	Term
	Relationships		
	Values, rights, culture & sexuality		
	Understanding gender		
	Violence & staying safe		
	Skills for health & wellbeing		
	Human body & development		
	Sexuality & sexual behaviour		
	Sexual & reproductive health		

Appendix 2

## A Whole School Approach to RSE: Audit Tool

This checklist is primarily for the use of the designated member of the senior leadership team with overall responsibility for managing holistic RSE provision.

<b>Success Criteria</b>	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not in place</i>
<b>Leadership and Communication</b>			
A member of the senior leadership team has overall responsibility for RSE.			
There is a member of staff who coordinates the delivery of RSE.			
There is a named governor for RSE.			
The school has an up-to-date RSE policy which has been developed by staff in consultation with learners and parents governors and has been agreed by the governing body			
The sex education policy has been disseminated to all members of the school community, including parents/carers and visitors involved in the delivery of RSE.			
All staff involved in the delivery of the RSE programme receive appropriate training and support.			
The school shows flexibility in the RSE programme to respond to locally and nationally identified needs.			
Arrangements for managing parental requests to withdraw their child from sex education are followed.			
<b>Curriculum</b>			
RSE curriculum overviews have been developed clearly identifying progression steps.			
Resources are carefully selected for their suitability and are reviewed for their effectiveness.			
A range of teaching and learning strategies are used which encourage participation with opportunities for learners to develop positive values, skills and attitudes around RSE.			
Assessing learners achievement in RSE is planned into the programme.			
<b>Ethos and Environment</b>			
Learners' views are taken into account regarding what is taught and how RSE is delivered.			
Learners feel safe in RSE lessons.			

The diverse experience of learners, such as vulnerable groups and those with additional learning needs are acknowledged and their RSE needs met.			
RSE is taught by trained, knowledgeable and confident staff.			
Secondary aged learners have access to appropriate local information, support and advice.			
<b>Family and Community</b>			
Parents / carers receive information on their child's learning in RSE			
Arrangements are in place for parents/carers to view RSE teaching materials.			
Information is provided to support parents / carers in their role as educators of RSE in the home.			
Contributions to RSE by external agencies support and enhance the RSE programme and do not replace teaching by school staff. Visitors comply with school policy.			
<u>Next steps</u>			
Completed by:			
Date:			

*(Adapted from Welsh Government Circular No: 019/2010, Sex Education Forum 'Whole School RSE Audit Tool': 2018 and WNHSS National Quality Award)*