



Madras VA Primary School Personal Development & Relationships Policy

Policy adopted by Governing Body: June 2016

Review date: Summer 2019

1. Introduction

Madras VA Primary School 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 our school 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

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

2. Aim

SRE at Madras VA Primary School 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.

3. Objectives

The school will:

- Teach about the Lifecycle
- 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:
 - Loving relationships
 - Names of parts of the body

- Appropriate and inappropriate touching
 - Different kinds of families
 - The process of reproduction
 - The physical and emotional changes associated with puberty
 - The development of the foetus in the uterus and the birth
 - 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
 - Begin to introduce children to a variety of values / attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs
 - Prepare children for decisions they will make in the future and the experiences they are likely to face.

In the context of Christian belief, we aim to provide our pupils with the highest quality education in a happy and supportive atmosphere. We wish our children to enjoy interesting and stimulating lessons whilst understanding the need for good behaviour and respect for themselves and others."

4. 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

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

	Area of Learning: Personal and Social Development, Well-Being and Cultural Diversity
Personal development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • 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.
Social development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • 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 • develop an understanding of what is fair and unfair and to be willing to compromise • 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.

Well-being	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • value and contribute to their own well-being and to the well-being of others • 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 • demonstrate care, respect and affection for other children, adults and their environment • ask for assistance when needed • develop an understanding about dangers in the home and outside environment.
Moral and Spiritual development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
	Area of Learning: Knowledge and Understanding of the World
Myself and other living things	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • learn the names and uses of the main external parts of the human body and plants • identify the similarities and differences between themselves and other children

Personal and Social Education Framework for 7 to 19 year olds in Wales

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
- what to do or to whom to go 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.

Key Stage 2	<i>Learners should be given opportunities to:</i>
Health and emotional well-being	<ul style="list-style-type: none"> • take increasing responsibility for keeping the mind and body safe and healthy • feel positive about themselves and be sensitive towards the feelings of others
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • 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	<i>Learners should be given opportunities to:</i>
	<ul style="list-style-type: none"> • explore their personal value
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • 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

Key Stage 2	<i>Pupils should be given opportunities to study:</i>
Interdependence of organisms	<ul style="list-style-type: none"> • the names, positions, functions and relative sizes of a human's main organs.

By 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.

5. Delivery

The arrangements for delivering SRE at Madras Primary are within class curriculum by the teacher.

Cross-curricular opportunities for SRE are planned for and taught throughout the school as appropriate to the age of the children through both the Science and Personal, Social Education (PSE) curricula. The progression of learning will involve developing and extending the above subjects at specific periods within the Foundation Phase and Key Stage 2 in order to ensure progressive development of knowledge, information, skills and values.

Discrete lessons providing input on the changes that take place during puberty and health issues related to this, including physical and emotional development, are provided for the children in Years 5 and 6. In these lessons, boys and girls will have opportunities to work in single and mixed gender groups, depending upon the specific content of the lesson.

As primary-aged learners are expected to learn the names and uses of the main body parts of the human body, staff will clarify the appropriate language that is used in the delivery of the SRE programme. All staff will be consistent about the key terms they use with learners. Involving parents/carers ensures consistency at home.

The school will make particular efforts to ensure that all learners with additional needs receive SRE and that wherever possible teachers are aware of, and sensitive to the personal circumstances of individual learners.

Answering Questions

Staff will use an anonymous question box to give the children the opportunity to ask questions without feeling exposed and to give teachers time for consideration before answering.

If a child asks a question about values the teacher will refer the child to their parents/carers and try to avoid giving their own personal view. Staff will try to answer the children's questions honestly, giving consideration to the age and maturity of the child, but if staff feel that they cannot answer the question in a manner suitable to the age of the child they will encourage the child to ask their

parent/carer and tell the child that he or she will have more opportunity to learn about that aspect later on.

If a member of staff is concerned they should discuss this with a senior member of staff to consider whether it would be appropriate to contact the parent/carer direct.

Good Practice and SRE

The school considers the following list to contain elements of good practice and staff will adopt these principles in the delivery of SRE:

- ✓ Confident teachers who have suitable training
- ✓ Consultation with parents
- ✓ Consultation with pupils
- ✓ Agreed ground rules within the class
- ✓ Informal teaching techniques
- ✓ Group work
- ✓ Girls and boys learning together but giving opportunities for some single sex lessons
- ✓ Creating partnerships with outside agencies.
- ✓ Ensuring that teachers' personal views do not influence programmes of work
- ✓ Clear guidelines on the boundaries of confidentiality
- ✓ A question box.

6. Use of Outside Speakers

The core SRE programme at Madras Primary school is delivered by the class teacher in all years. This approach makes the content appear ordinary 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.

The school recognises the value of involving outside speakers within the SRE programme as appropriate. Where outside speakers are invited in to the school e.g. new mother and baby, PCSO etc. they will be made aware of the contents of the school 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.

7. Training

SMT will ensure that there is adequate training and resources for all staff involved in the delivery of the aims and objectives of the Personal Development and Relationships Policy.

8. Contact with Parents

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

In promoting this objective we:

- Take seriously any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to sex education, in order to ensure teaching in school supports key messages that parents/carers give to children at home
- The policy is made available on the school website

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 if 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.

The situation has not yet arisen, but if a parent is concerned we ask that they contact the head to discuss their concerns to see if there is a solution to the problem without withdrawing the child. We are aware that children talk to each other and the potential exists for a child who is withdrawn to learn about these matters 'second hand' from others in the class.

9. Confidentiality

Teachers **cannot** offer confidentiality unconditionally if children disclose that they are being abused or if the teachers believe that the child is at risk. They must follow the child protection procedures.

Staff will discuss confidentiality with pupils to ensure that they are aware that teachers will have to pass on certain information.

In discussing ground rules the children will be asked not to discuss the content of the lesson with younger pupils. We will also encourage children not to ask personal questions of each other or the teacher and we will tell the children that staff will not answer questions about their personal life. Sometimes children will volunteer personal information so it is important to agree that if anyone discusses examples from their personal life that no-one talks about them outside the classroom.

However, we do not wish to give the impression that sex and relationships are shameful. Children will be encouraged to discuss the lessons with their parents/carers and also parents/carers will be encouraged to instigate discussions about the classes with their children.

10. 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 be 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

11. Equality

As an employer and provider of services Madras Primary School 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 school will not tolerate any form of discrimination, harassment or victimisation.

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

12. Responsibility

At Madras Primary School, the member of staff with responsibility for SRE is Miss L Mira

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.

No member of staff will be forced to undertake any form of Sex Education teaching if he/she feels uncomfortable so to do. Where sexual matters occur incidentally through scientific, historical or other programmes of study, the utmost discretion must be used before developing the issue further.

13. Monitoring and Evaluation

- The implementation of this Policy will be monitored by the Head teacher, PSE Co-ordinator and Subject Leader.

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 will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires
- School Council (if applicable)
- Progress will be monitored at regular intervals by SMT and governors: specific issues will be discussed at staff meetings as appropriate