



Ysgol Feithrin Fairoak

## Sex Education Policy

Fairoak Nursery School is committed to the teaching of Sex and Relationships Education (SRE). It will be taught as part of our Personal, Social, Well-being and Cultural Diversity programme (PSWBCD) with obvious areas of overlap into the Knowledge and Understanding of the World curriculum and some aspects of the R.E. curriculum. We will try to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural mental and physical development at school and in the wide world.

The Welsh Assembly Government recommends that every Primary school should provide SRE using the PSE framework as a basis (SRE in schools 2002.)

The SRE programme will be co-ordinated by the Head teacher, the PSWBCD Co-ordinator and approved by the Governing Body.

The purposes and aims of SRE in Fairoak Nursery school are:

- To learn about the life cycle
- To keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children.
- To help children to understand the information and situations they come across and to put them into a values framework
- To help children to communicate about matters to do with their bodies and relationships without embarrassment.
- To provide information on:
  - *Loving relationships*
  - *Names for parts of the body*
  - *Appropriate and inappropriate touching*
  - *Different kinds of families*
  - *The process of reproduction through animal life cycles e.g. frogs, butterflies*
  - *The needs of babies and the responsibilities of parenthood*
- To prepare children for decisions they will make in the future and the experiences they are likely to face.
- To help children to adapt to changes within the family
- To help children to understand their own feelings and the feelings of others
- To teach children to respect themselves and other people
- To begin to introduce children to a variety of values and 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.

#### Sex and Relationships Education will be:

- developmental and be appropriate to the age and stage of the child. Common starting levels cannot be assumed;
- put forward factual knowledge and encourage the exploration of facts;
- examine opinions and concepts and encourage appropriately levelled and mature discussion;
- encourage awareness, respect and responsibility for oneself and others.

Concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, sex education is concerned not only with cognitive development but affective development.

The following framework for sex education for younger children will be very general and be based on speaking about relationships with family and friends using puppets and stories for appropriate behaviour.

#### Ground rules

The following Ground Rules will guide all SRE content and delivery.

- Biological terms will be used in all SRE lessons. 'Family' names will not be used in order to avoid confusion.
- Meanings of words will be described in a sensible and factual way.
- Distancing techniques will always be used. Individual people will never be mentioned.
- The teacher will strive to provide active learning strategies, so that SRE is fun and interesting.
- Teachers will not avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- If a teacher is asked a question that is classed as "too sensitive" or "too controversial" for a child, they will tell the child/class that at this stage they do not feel it is appropriate to discuss this topic.
- Teaching staff will mentally monitor pupil questions and refer any disclosures to the Child Protection Co-ordinator in the school (Headteacher)
- Questions should not be directed at individuals, no one should be forced into answering.
- No personal comments or put downs are allowed.

#### Teaching Sex Education.

The sexual aspect of the PSE framework (ACCAC, 2000) includes a series of Knowledge and Understanding statements, indicating what pupils should know at each key stage. In the early years these are:-

- Know the names of the body parts in order to distinguish between male and female.
- Distinguish between appropriate and inappropriate touching.

The following scheme of work has been written to deliver the above statements.

### **Early Years**

Relationships/ school life/rules / homes/families/ourselves.

- People in my life - what they do for me and what I do for them.
- My moods - feeling happy, sad.
- Friendships.
- Keeping safe - dangers I might come up against and saying no.
- My body and other people's bodies - similarities and differences. Changes in the body from babies to elderly
- The beginning of life - me, animals and plants.
- Growth in people, animals and plants.
- Ageing - how we know things are alive, dead, young or old.
- People who help me to care for myself.

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. Parents are informed about the policy at school and their views are taken into consideration. In particular, Parent Governors approve the policy along with the rest of the Governors after discussion.

Parents have the right to withdraw their child from all or part of the sex education in school. Parents should discuss this with the head teacher in order to make it clear which parts of the programme they do not wish their child to take part in. Withdrawal does not apply to those aspects of the Curriculum that deal with sex education; e.g. Science – Human Reproduction.

### **Other members of the Community**

We encourage other members of the community to contribute to our teaching programmes. This will include the school nurse, local clergy, etc. They will address children in class or in assemblies.

### **Confidentiality**

If a child makes reference to being involved, or likely to be involved in sexual activity then teachers must take the matter seriously and treat it as a matter of child protection. The head teacher must be informed and the incident logged for further investigation/referral, as necessary.

Sexual Abuse - All matters relating to sexual abuse will be dealt with, under the Child Protection procedures, by the Head Teacher.

Confidentiality - As a general rule, a child's or parent's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger he/she is to talk to the Head Teacher. It is important that all parties realise that this may happen before they express their concerns and the child or parent must be informed that confidentiality is being breached and the reasons why. The child or parents will be supported as much as possible throughout the process. It may be necessary to contact outside agencies in the correct manner.

Equal Opportunities - It is important that all parties are aware of equal opportunities for males and females and that race and cultural beliefs are duly considered. It is important that the children realise that they have rights and have control over who touches their bodies. All materials used must be carefully checked for this and all visitors and outside agencies must be informed of the school's policies.

**Monitoring and review**

This policy will be reviewed and updated as necessary but no less than once every three years

February 2015, 2016, March 2017

Signed.....(Chair of Governors)

Signed.....(Headteacher)