

# Sex and Relationship Policy



**Aspire. Believe. Challenge.**  
**Anelu. Credo. Herio.**

|                                 |                      |
|---------------------------------|----------------------|
| <b>Policy history:</b>          | <b>Date:</b>         |
| <b>Written</b>                  | <b>November 2018</b> |
| <b>Agreed by Governing Body</b> |                      |



## Sex And Relationship Education Policy - SRE

At Bryn Primary School we believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

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| <b>Role of the Governing Body</b>                    | The GB has: <ul style="list-style-type: none"> <li>▪ appointed a member of staff to be the SRE Coordinator.</li> </ul>   |
| <b>Role of the Headteacher</b>                       | The main role of the Headteacher will be to: <ul style="list-style-type: none"> <li>▪ monitor teaching and learning across the school, following the guidelines of the whole school monitoring policy;</li> <li>▪ report to the GB about teaching and learning in the school.</li> </ul>   |
| <b>Role of the Teaching and Learning Coordinator</b> | The SRE Coordinator will: <ul style="list-style-type: none"> <li>▪ lead the development of SRE skills for upper KS2 pupils which are linked to PSD;</li> <li>▪ provide guidance and support to the staff concerned;</li> <li>▪ keep up to date with new developments and resources;</li> <li>▪ monitor planning and to observe lessons;</li> <li>▪ monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;</li> <li>▪ annually report to the GB.</li> </ul>   |
| <b>Role of Subject Coordinators</b>                  | Subject coordinators/teams will: <ul style="list-style-type: none"> <li>▪ monitor and evaluate the quality of learning for their subject;</li> <li>▪ report the main findings of monitoring to teaching staff and the head teacher.</li> </ul>   |
| <b>Role Class Teachers</b>                           | All teachers will adhere to the SRE policy.  |
| <b>Lesson Design</b>                                 | Teachers will plan lessons: <ul style="list-style-type: none"> <li>• which are interactive, engaging and of a good pace;</li> <li>• that have a three part structure:                 <ul style="list-style-type: none"> <li>- introductory whole class session,</li> <li>- a main session</li> <li>- a plenary</li> </ul> </li> <li>▪ that have clear learning objectives;</li> <li>▪ with activities that appeal to a range of learning styles, visual, aural and kinesthetic.</li> </ul>  |
| <b>Cross Curricular Learning</b>                     | Teachers are encouraged to: <ul style="list-style-type: none"> <li>▪ create opportunities within the theme to provide the pupil with an opportunity to discuss.</li> </ul>   |
| <b>The Learning Environment</b>                      | <ul style="list-style-type: none"> <li>• We believe the learning environment makes a significant contribution to the quality of education provided.</li> <li>• We have created a learning environment in the School approach in which:                 <ul style="list-style-type: none"> <li>▪ space is used effectively;</li> <li>▪ layout accommodates movement;</li> <li>▪ resources are clearly labelled and accessible;</li> <li>▪ display reflects current learning and is changed regularly;</li> <li>▪ the environment offers challenge and opportunity for further learning;</li> <li>▪ the needs of the children are catered for;</li> <li>▪ resources are well maintained;</li> <li>▪ children are encouraged to be creative independent learners and thinkers.</li> </ul> </li> </ul> |
| <b>Effectiveness</b>                                 | <ul style="list-style-type: none"> <li>• We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.</li> </ul>  |
| <b>Pupils' Role</b>                                  | <ul style="list-style-type: none"> <li>• Empowering our children is crucial, and giving them ownership of their learning is key in helping them develop. We expect our KS2 children to be involved in identifying the positives in their work as well as areas for improvement.</li> </ul>   |

### Equality Statement

At Bryn Primary School we pride ourselves on ensuring all school learning and enhanced activities are accessible by all. We ensure we celebrate diversity and equality, promote high expectations and positive attitudes to all and that all staff act as positive role models to all our pupils. We aim to foster an ethos and atmosphere where everyone feel welcomed, nurtured and included in all school activities.

## Aims

Our school SRE curriculum follows the Welsh assembly guidelines that state SRE 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 to when feeling unsafe.

## Curriculum & Skill coverage

Teaching the programme of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on key areas.

## Upper Key stage 2

Year 5 will cover the topics: Changes that take place during puberty, (Rates, feelings), Importance of cleanliness and Who can I talk to?

Year 6 will cover the topics: Conception (Sexual organs), Pregnancy, Babies, Responsibility and good choices and Same sex relationships will be mentioned.

## Literacy And Numeracy Framework

There will be plenty of opportunity to develop LNF skills through SRE especially oracy skills.

## Points To Note

SRE is a sensitive area of learning and so there is a class agreement made prior to learning.

## Monitoring And Reporting

SRE standards will be evaluated and reported by the SRE team as part of the annual subject self-evaluation utilising:

- planning scrutiny
- listening to learners
- lesson observation by SLT

The monitoring and assessing of the standards of children's work is made through a continuous process of teacher observation.

Assessment in SRE is seen in its broadest sense and is not limited to measurement and testing.

## Policy Links

- Annual Review and Monitoring Policy
- Inclusion Policy
- Equality Policy
- Healthy School Policy

|                                 |                    |              |  |
|---------------------------------|--------------------|--------------|--|
| <b>Headteacher:</b>             | Mrs J Khan         | <b>Date:</b> |  |
| <b>Chair of Governing Body:</b> | Mrs Deborah Gronow | <b>Date:</b> |  |
| <b>Policy Version Date:</b>     | May 2016           |              |  |