

School Name	Ysgol Frongoch
Policy Name	Sex and Relationships Education Policy (SRE)
Date Policy formally approved by Governing Body:	Summer term 2018
Date Policy becomes effective:	September 2018
Review Date(s):	Every 2 years Next review Spring 2022 [currently awaiting training before adopting new policy- see FGB 03.02.22]
Person responsible for implementation of the policy (PSE Coordinator):	Dylan Thomas
Named Governor:	Curriculum Sub-Committee
Signed: (Head teacher)	D Thomas
Signed: (Chair of Governing Body)	S. Gage

1. Introduction

Sex and Relationships Education (SRE) is lifelong learning about sex, sexuality, emotions, positive relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of children and young people. It begins informally in the home with parents/carers long before any formal education takes place at school.

It is our belief that our pupils should experience a planned programme of SRE that offers them the opportunity to explore attitudes and values and to develop skills and knowledge appropriate to their age, understanding and development. This policy sets out our programme of SRE. This is closely linked to our delivery of Personal and Social Education (PSE) and our use of the Social and Emotional Aspects of Learning (SEAL) resources.

2. Rationale

The Sexual Health and Well Being Action Plan for Wales 2010 - 2015 (Welsh Government 2010) identifies that there is a need to improve the current status of sexual health. The teenage conception rates in Wales are amongst the highest in Europe. In 2008 the conception rate for females aged 15-17 in Wales was 44.2 per 1000. Rates of sexually transmitted infections are increasing, with rates at the highest amongst those under 24-years of age. The 2009/10 Health Behaviour in School-aged Children Study showed that Wales had one of the highest proportions of 15 year olds reporting having had sexual intercourse, at 38% of girls and 28% of boys.

It is known that good quality SRE programmes can help pupils to develop positive attitudes and values that influence the way they behave; begin to develop the skills needed to make responsible and well-informed decisions about sexual health and well-being; gain respect for themselves and others; appreciate the importance of stable and loving personal relationships;

appreciate diversity and celebrate difference; and know how to get appropriate advice and support. Good quality SRE can also help pupils delay their first sexual experience and practice safe sex.

3. Aims of the policy

SRE will be taught to promote the spiritual, moral, cultural, emotional and physical development of pupils at our school, in order to deal with the changes in puberty; to develop the skills and self-respect to be confident in adolescence; and prepare them for the opportunities, responsibilities and experiences of adult life. Our SRE programme aims to help pupils to:

- Name parts of the body and describe how their bodies work
- Differentiate between males and females
- Keep themselves safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children (includes differentiating between appropriate and inappropriate touching)
- Prepare for puberty and understand the physical development of their bodies as they grow into adults
- Prepare themselves for the opportunities, decisions, responsibilities and experience of being young adults
- Understand conception, pregnancy and birth
- Understand a babies' requirements and parents' responsibility
- Value the importance of family life and marriage (can include same sex marriage and civil partnerships)
- Value diversity and understand the range of relationships, including the importance of family for the care and support of children
- Have the confidence and self esteem to value/respect themselves and others
- Develop confidence in talking, listening and thinking about feelings and relationships
- Respect their own bodies and the importance of sexual activity as part of a long term relationship
- Understand the consequences of their actions and behave responsibly within relationships
- Respect views of others and value cultural diversity in society
- Understand their own feelings and the feelings of others
- Understand the role of the media in forming attitudes
- Help pupils talk about matters relating to the body and relationships without embarrassment
- Know who to ask for help and support

4. Links to legislation, national guidance and other school policies

In accordance with guidelines set out in the Education Act (1996) our governors have agreed that (SRE) will be taught throughout key stage 2. This policy has been developed with reference to the following documents:

- Sex and Relationships Education in Schools. Guidance 082/2010 (Welsh Government, 2010)
- Personal and Social Education Framework (Welsh Government, 2008)
- The Framework for Children's Learning for 3 to 7 Year Olds in Wales (Welsh Government, 2008)
- Science in the National Curriculum for Wales (Welsh Government, 2008)
- All Wales Child Protection Procedures (Welsh Government, 2008)
- Sexual Health and Well Being Action Plan for Wales 2010-15 (Welsh Government, 2010)
- Respecting Others, Anti Bullying Overview. Guidance: 050/2011 (Welsh Government, 2011)
- Equalities Act (UK Government, 2010)

This policy will not be seen in isolation as it has clear links with other school policies:

- Child Protection
- PSE
- Anti-bullying
- Strategic Equality Plan

- Building upon the SRE policy from within our infant feeder school

5. Development of the SRE policy and programme

This policy has been adapted from a template developed by the local education authority and partner organisations. As a school we developed our SRE policy and programme in consultation with:

- Curriculum sub-committee of governors to include parent governors
- Staff - feedback from staff was sought through a staff meeting in September 2014
- Governors - feedback and approval was obtained at a meeting December 2014
- Pupils - on completion of SRE lessons in key stage 2 we provide an opportunity for our pupils to evaluate them. This will enable the pupils to voice their opinions and we will be able to amend future lessons if needed

6. Policy exceptions, withdrawing pupils from SRE

In accordance with section 405 of the Education Act 1996 if the parents/carers of any pupil requests that their child be wholly or partly excused from receiving sex education, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn. Parents/carers are asked to inform the head teacher. These pupils will be transferred temporarily to another class. In the instance that the right to withdraw is exercised, parents/carers will be made aware that SRE could arise naturally from class discussion.

7. Parental involvement

We believe that the primary role of SRE for our pupils lies with the parents/carers. However, we wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents through our termly newsletter that the SRE policy has been reviewed and updated and through parent information sessions at the start of each academic year
- We will include information about our SRE policy and programme in our prospectus and website
- We will write to parents we when deliver SRE sessions (however we cannot inform them when SRE arises naturally through class discussion)
- We will provide an opportunity for parents to learn about our SRE programme and resources that we use by hosting an evening prior to the start of any lessons
- We will answer any questions that parents/carers may have about SRE and their child
- We have created a source of resources that parents/carers can choose to borrow to complement our programme of study (for example a copy of the Sense DVD and the book 'What's Happening to Me?')

8. Confidentiality and child protection

If any member of staff hears or sees something during SRE lessons that suggests a pupil is at risk of serious harm or of causing serious harm to others; or if a pupil discloses that they are involved, or likely to be involved in sexual activity, the member of staff must share that information with our child protection coordinator. This will be dealt with in line with the All Wales Child Protection Procedures and our safeguarding and child protection policy.

In line with this, it should be noted that our staff cannot offer unconditional confidentiality. When delivering SRE lessons our teachers will use ground rules and will:

- Discuss confidentiality with the pupils and ensure they are aware of confidentiality boundaries
- Ask the older pupils not to discuss the content of the lessons with the younger pupils
- Remind the pupils that personal questions should not be asked

- Encourage pupils to discuss content of lessons with parents/carers

In relation to personal disclosures, we will:

- Ensure that pupils know that teachers cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures and the pupil will be told what will happen to any personal information they might disclose
- Reassure the pupil that their best interests will be maintained
- Follow the school's safeguarding and child protection policy if there is any possibility of abuse

9. Answering pupils' questions

The governors and staff are in agreement that we should answer our pupils' questions in relation to SRE in an appropriate way. If a pupil asks questions during any SRE lesson or at any other time in school, the member of staff will attempt to answer general questions honestly, openly and factually, whilst giving consideration to the pupils' age, maturity, family background, culture, religious beliefs and differing experiences. If a pupils asks questions about values, teachers will refer the pupil to its family and will try to avoid giving own views as the only right one.

The governors expect staff to use their professional judgement and discretion when faced with, or answering questions which they deem to be of a sensitive nature; for example homosexuality, contraception or sexually transmitted infections. If the staff member feels that they are unable to answer in a manner suitable to the age and maturity of the pupil, they can seek support of the head teacher, who may encourage the pupil to discuss the issue with their parents.

- If a question is too personal or explicit, our teachers will remind the pupil of the ground rules. If the pupil needs further support, the teacher will refer the pupil to an appropriate person such as our school nurse, parent/carer or an outside agency.
- If our teacher does not know the answer to a question, they will acknowledge this and will clarify the answer with colleagues / head teacher.
- If a question feels 'too old' for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the pupil will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class.

We will use a question box during our SRE lessons which gives pupils the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses

10. Key responsibilities

To comply with the requirements of this policy and the Education Act 1996 section 404 (1), the **Head teacher and Governors** will:

- Write and review an SRE policy and programme in line with national guidance
- Consult with parents on the development and implementation of our SRE policy and programme
- Consult with staff and address their CPD needs in terms of delivering the SRE programme and dealing with sensitive issues
- Ensure that our SRE policy is implemented
- Respond to individual problems experienced by pupils, enlisting the support of external agencies if required
- Include information about our SRE policy in the school prospectus
- Monitor and evaluate our SRE programme and the resources used
- Liaise with outside agencies and coordinate their involvement with our SRE programme.

The class teachers will:

- Teach SRE in line with our schools scheme of work through PSE, Science, and discreetly in other subjects such as religious education.

11. Delivery of SRE

Our governors have agreed that our SRE programme will be delivered by our class teachers. They will receive training as appropriate. Their personal beliefs and attitudes will not influence the teaching of SRE.

Some aspects of SRE will be complemented by external professionals or community members, such as the school nurse, local midwife, local expectant/new mother, Childline or local clergy. We will ensure that any visitors who contribute towards our programme are aware of this policy and agree to adhere to it. Our teachers will discuss their contributions prior to their delivery to ensure that it complies with the school policy. Visitors will also need to comply with our [Child Protection Policy](#). Our teachers will remain present during SRE sessions with outside agencies. We use the checklist provided by the Welsh Government for all providers www.new.wales.gov.uk/psesub/home/resources/documents/rolevisitors/?lang=en&ts=4

12. SRE programme

We teach SRE through different aspects of the curriculum. Whilst the main teaching is delivered through PSE we also teach some through Science, RE and PE where we feel that they contribute significantly to a pupils' knowledge and understanding of their bodies and how it is changing and developing.

Ground Rules

To create a safe environment with clear boundaries and to protect individual privacy we will prior to every SRE lesson establish clear ground rules regarding what is appropriate and inappropriate. This will include statements such as confidentiality and child protection and no personal stories.

Answering Questions

We will use a question box during our SRE lessons which gives pupils the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses

Naming of Body Parts

Our governing body have agreed that we introduce the correct words to name parts of the body in order to differentiate between male and female. The terms we will be using are penis and testicles for males and breasts and vagina for females. These will be introduced by the end of year 2 or sooner should the need arise and will be referred to throughout school.

Marriage

When we deliver SRE, we also teach the nature of marriage and its importance to family life and the bringing up of children in accordance with the education act 1996 (section 403 1 and 1A). We will also refer to civil partnerships and same sex marriage.

Same Sex Relationships

There are no, and never have been, any legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and responding to, and preventing, homophobic bullying. Teaching about sexual orientation does not mean that we will be teaching about sex or sexual activity. Instead, we will be teaching learners about difference and diversity.

Evaluation of Learning

We will complete a 'KWL' grid with pupils' pre and post SRE lessons to identify what they have learnt.

Delivery groups

We will deliver SRE to boys and girls together. However, sessions where we demonstrate the use of sanitary products will be restricted to girls only. Boys will still receive information about the female changes at puberty.

We do however understand that sometimes we may need to consider single sex groups for pupils from cultures which it is only acceptable to speak about the body in single gender groups.

Resources

TIF = Tyfu i Fyny resource created by Gwynedd Healthy Schools. Available on Cynnal Moodle <http://moodle.cynnal.co.uk>. Click on Curriculum Resources, then scroll down to the bottom of the page and click on Ysgolion Iach Siroedd Cymru. Login by using the following details and download the Growing Up resource by clicking on the link. OR available from NEW School Library Service

username - tifsirddinbych

password - tif

Sense Growing Up and Keeping Safe CD

Knowing Me, Knowing You - Book

I am, I know, I can - Book

Family, Friends and Relationships, Me and Us - Book

JIWSI, Family Planning Association - A Pick and Mix of Sex and Relationship Education Activities Book www.fpa.org.uk/attachments/published/720/PDF%20Jiws%20English%20version%202007.pdf

SRE programme and resources

The tables below outline the delivery of our SRE programme including the resources that are used.

Although Ysgol Frongoch teaches KS2 pupils only, it is important that staff are aware of the previous SRE work completed in the infant feeder school so that consistency of message can be ensured and to avoid confusion to the pupils.

SRE Programme

Foundation phase

Personal and Social Development, Well-Being and Cultural Diversity

Well-being:

- 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

Personal development:

- 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:

- Be aware of and respect the needs of others
- Take responsibility for their own actions
- Value friends and families and show care and consideration
- Appreciate what makes a good friend

Knowledge and understanding of the world

Myself and other living things:

- Learn the names and uses of the main external parts of the human body and plants
- Observe differences between animals and plants, different animals, and different plants in order to group them
- Identify the similarities and differences between themselves and other children

Key Stage 2 - PSE

Health and emotional well-being:

- 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
- Taking increasing responsibility for keeping the mind and body safe and healthy
- How to distinguish between appropriate and inappropriate touching
- What to do or to whom to go when feeling unsafe

Active Citizenship:

- Develop respect for themselves and others
- Value families and friends as a source of mutual support
- Value cultural diversity and recognise the importance of equality of opportunity
- Understand the benefits of families and friends and the issues that can arise
- Understand situations which produce conflict and the nature of bullying
- Develop respect for themselves and others
- Understand their rights

Key stage 2 - Science

How things work:

- The names, positions, functions and relative sizes of a human's main organs

The Foundation Phase

Year group	Topic / Subject	When	Lesson	Resources	Evaluation
Reception			<ul style="list-style-type: none"> ▪ Personal hygiene - hand washing 	<ul style="list-style-type: none"> ▪ Glow bug ▪ School nurse lesson on personal hygiene and healthy living 	Each pupil to complete KWL grid on the whiteboard as a circle time session before and after series of SRE lessons
1 & 2		<ul style="list-style-type: none"> ▪ Establish ground rules ▪ Recognise and name the main external parts of the human body. To include penis, testicles, vagina and breasts. The circle time will include pupils using the family names for these parts. ▪ Recognise differences between themselves and others males and females ▪ Public and private ▪ Appropriate and inappropriate touching ▪ Appropriate and inappropriate behaviour - exposure of themselves ▪ Discussion about personal space ▪ Strangers ▪ Personal safety ▪ Who to go to for help or advice 	<ul style="list-style-type: none"> ▪ TIF ground rules ▪ Question box ▪ TIF circle time - body parts, public/private and touching ▪ TIF Body mat ▪ TIF Coloured disks ▪ TIF Swim suit images ▪ TIF Picture of children's body for pupils to label as follow on work ▪ Venn diagram for differentiating between male and female parts ▪ JIWSI book - personal space lesson, page 42 - 44 ▪ PC ?? - People Who Help Us lesson 		
1 & 2		<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Personal hygiene ▪ Hand washing lesson ▪ Preventing the spread of infection / germs 	<ul style="list-style-type: none"> ▪ TIF ground rules ▪ Question box ▪ TIF Personal hygiene circle time ▪ TIF Personal hygiene products ▪ School nurse on personal hygiene lesson ▪ Glow Bug 		
1 & 2		<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Understand that animals including humans, grow and reproduce ▪ That humans and animals can produce offspring and these grow in to adults ▪ Understand life cycles 	<ul style="list-style-type: none"> ▪ TIF ground rules ▪ Question box ▪ List other resources you use 		
1 & 2		<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Understand how much they have changed since they were a baby ▪ Understand the needs of babies and young people ▪ Understand the development of babies and caring for them 	<ul style="list-style-type: none"> ▪ TIF ground rules ▪ Question box ▪ TIF worksheet - Myself as a Baby ▪ Visit by midwife or expectant / new mum ▪ Visit to clinic ▪ JIWSI book - what a baby needs, page 		

				46	
			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Relationships and friendships ▪ Value the importance of family life and marriage (to include same sex marriage and civil partnerships) ▪ Value diversity and understand the range of relationships ▪ including the importance of family for the care and support of children ▪ Peer pressure 	<ul style="list-style-type: none"> ▪ TIF ground rules ▪ Question box ▪ TIF - what makes a good friend ▪ Mock wedding ▪ Family photographs lesson ▪ Insert other resources you use ▪ SENSE - peer influence 	
			<ul style="list-style-type: none"> ▪ Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using e.g. SEAL, I am I know I can.... 		

Key stage 2 - year 3 and 4

Year	Topic / Subject	When	Lesson	Resources	Evaluation
3 & 4			<ul style="list-style-type: none"> ▪ Establish ground rules ▪ Revisit body parts lesson, inappropriate /appropriate touching and similarities and differences between male and female ▪ Re-visit human life cycles ▪ Revisit personal hygiene lesson ▪ Revisit personal safety, stranger danger ▪ Introduce the main organs of the body and their relative sizes and functions (to include the penis, testicles, vagina, uterus, ovaries) 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ See resources from foundation phase lesson ▪ JIWSI book - similar and different activity, page 18 & 19 ▪ IDAHO Lesson -Only for Me, page 5 ▪ PC ?? - Friend or Foe, Never Go lesson ▪ TIF body mat ▪ TIF - inside the human body cards and whiteboard activity 	Each pupil to complete KWL grid before and after series of SRE lessons
3 & 4			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Relationships - what makes a good friend or relationship ▪ Importance of friends and family ▪ What makes a family ▪ Family differences - wide range of family arrangements, second marriages, fostering, extended families, same sex parents etc 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ TIF - what makes a good friend ▪ JIWSI book - About Me activity page 16 and 17 ▪ SENSE- Friendship ▪ SENSE - Being yourself ▪ SENSE - Prejudice and difference (refers to fostering and adoption) ▪ Insert other resources you may use 	
3 & 4			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Internet safety 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ PC ?? - Internet Safety, Stay SMART Lesson ▪ Think U Know website ▪ Michael Duke and Melanie Ackers, Educational Psychology 	
3 & 4			<ul style="list-style-type: none"> ▪ Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using eg SEAL, I am I know I can.... 		

Key Stage 2 - years 5 and 6

Year	Topic / Subject	When	Lesson	Resources	Evaluation
5 & 6			<ul style="list-style-type: none"> ▪ Establish ground rules ▪ Revisit lesson from foundation phase naming of body parts ▪ Revisit lesson from year 3/4 names and functions of the bodies main organs ▪ Physical and emotional changes at puberty ▪ Extension activity to create a puberty booklet 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ SENSE - Puberty ▪ TIF - Puberty cards for small group work to re-cap key puberty learning points OR use the puberty changes on interactive whiteboard ▪ TIF - Extension activity for pupils to create a puberty booklet and to answer problem page questions ▪ What's happening to me books (boys and girls) ▪ Tampons / sanitary pads 	<p>Each pupil to complete KWL grid before and after series of SRE lessons</p> <p>Complete SRE evaluation form with every pupil at the end of the series of SRE lessons</p>
5 & 6			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Looking after my body ▪ Personal hygiene - importance of physical hygiene ▪ Hand washing 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ SENSE - hygiene ▪ JIWSI - circle time on personal hygiene to include sanitary and shaving products ▪ Why wash worksheet ▪ Glow Bug 	
5 & 6			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ Relationships and friendships ▪ What kinds of things do you like doing on your own or with a friend? ▪ What makes a really good friend ▪ How to make and keep friends ▪ Friendship - What kinds of things do you like doing on your own or with a friend? ▪ Diversity ▪ Link to anti-bullying work 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ I am, I know, I can Book - Lesson 56, Differences and Sameness. ▪ Family, friends and relationships, Me and Us Book - What is a friendship? Page 12 ▪ I am, I know, I can Book - Lesson 53, Relationships ▪ Family, friends and relationships, Me and Us Book - Torn Apart, page 13 ▪ SENSE - bullying ▪ SENSE - communication (includes peer influence) ▪ IDAHO Lesson - The Big Bad Divider, page 6 	

				<ul style="list-style-type: none"> ▪ PC ?? - Safer relationships - right to be safe 	
5 & 6			<ul style="list-style-type: none"> ▪ Revisit ground rules ▪ What is love? ▪ Sex ▪ Conception ▪ Pregnancy ▪ Birth ▪ Care and responsibility ▪ Questions and answers (myths) 	<ul style="list-style-type: none"> ▪ TIF - ground rules ▪ Question box ▪ SENSE - Sex (includes what is love) ▪ TIF - Mam and Dad's organs ▪ TIF - conception ▪ TIF - development of baby ▪ TIF - birth ▪ TIF - caring for mam ▪ Changing responsibilities worksheet 	
5 & 6			<ul style="list-style-type: none"> ▪ Child line sessions on personal safety and recognising abuse 	<ul style="list-style-type: none"> ▪ Childline assembly and workshops 	
5 & 6			<ul style="list-style-type: none"> ▪ Internet safety 	<ul style="list-style-type: none"> ▪ Michael Duke and Melanie Ackers, Educational psychologist ▪ PC ?? - Cyberbullying - Be Cyber Safe ▪ PC ?? - Mobile Phones - Phone Safe ▪ Think U Know ▪ Dangerpoint 	
5 & 6			<ul style="list-style-type: none"> ▪ Growing up talk with the school nurse as an opportunity to meet her before secondary school (transition) and ask further questions ▪ Knowing who can help ▪ Resisting peer pressure ▪ Personal hygiene ▪ Healthy lifestyles 	<ul style="list-style-type: none"> ▪ School nurse 	
5 & 6			<ul style="list-style-type: none"> ▪ Suggest that you make reference to your PSE scheme of work OR maybe other relationships work that you do using eg SEAL, I am I know I can.... 	<ul style="list-style-type: none"> ▪ 	

13. Ensuring inclusion

Some of our pupils may find it difficult to talk their parents/carers about SRE and may rely on our school as their main or only source of information. We will therefore work to ensure that our SRE programme meets the needs of all our pupils.

We will ensure that our SRE programme is sensitive to pupils with additional needs and we will not withdraw them for the purpose of catching up on other subjects. We will also ensure that the SRE programme is sensitive to the religious and cultural beliefs of our pupil's families.

We will also work to ensure that looked after children receive SRE as they may lack in parental guidance or may have missed SRE due to disruptions in moving schools or periods of absence. Similarly for young carers, efforts will be made to ensure that they engage in SRE lessons.

Our SRE programme promotes equality, recognises diversity and shows respect for others regardless of sexual orientation. Our teachers will deal with matters of sexual identity or sexual orientation honestly and sensitively and in a non-discriminatory way; and will answer appropriate questions and provide factual information. Teachers will provide opportunities for pupils to think, understand and challenge their own prejudice.

14. Complaints

If any parent/carer has any cause for concern about our SRE policy and programme, they should approach the head teacher. If the concern cannot be resolved the school governors can be contacted and the school complaints policy followed.

15. Monitoring and evaluation

- This SRE policy will be reviewed every 2 years or more often if appropriate (e.g. new legislation or resources). This is in line with our school improvement plan.
- The head teacher is responsible for reviewing SRE to ensure that programmes are responsive to the needs of pupils and that a supportive learning environment is maintained for all.
- The governors require the head teacher to keep a written record, giving details of the content and delivery of SRE. The monitoring of SRE will be integrated in to our PSE monitoring. Pupil evaluations and KWL grids will also be used as part of the process to help demonstrate whether pupils have achieved the learning outcomes.
- The head teacher will ensure that the findings from staff, parent/carer and pupil evaluations contribute to our school's self-evaluation process and to the policy review process.

Sex and Relationships Education and the Literacy and Numeracy Framework

Literacy - Oracy			
Element	Developing and presenting information and ideas		
Aspect	Speaking	Listening	Collaboration and discussion
Rec	<ul style="list-style-type: none"> ▪ use words, phrases and simple sentences ▪ speak audibly. 	<ul style="list-style-type: none"> ▪ join in, repeat or memorise rhymes, songs and stories with some support ▪ ask questions about something that has been said. 	<ul style="list-style-type: none"> ▪ take part in activities alongside others, with some interaction.
1	<ul style="list-style-type: none"> ▪ speak audibly, conveying meaning to listeners beyond their friendship group ▪ adopt a role using appropriate language ▪ Welsh-medium statement: show awareness that some sounds change at the beginning of words, <i>e.g. y ferch</i> 	<ul style="list-style-type: none"> ▪ listen to others, with growing attention, usually responding appropriately, <i>e.g. carrying out instructions</i> ▪ show understanding of what they have heard by asking questions to find out more information ▪ Welsh-medium statement: answer questions usually using the correct formats, <i>e.g. Oes? Oes/Nac oes</i> 	<ul style="list-style-type: none"> ▪ contribute to conversations and respond to others, taking turns when prompted
2	<ul style="list-style-type: none"> ▪ speak clearly to a range of audiences ▪ Welsh-medium statement: use some mutations that have been practised orally, <i>e.g. fy mag, i dref.</i> 	<ul style="list-style-type: none"> ▪ listen to others with concentration, understanding the main points and asking for clarification if needed ▪ show understanding of what they have heard by asking relevant questions to find out specific information ▪ Welsh-medium statement: answer questions by using the correct formats, <i>e.g. Ydy? Ydy/Nac ydy.</i> 	<ul style="list-style-type: none"> ▪ contribute to discussion, keeping a focus on the topic and taking turns to speak
3	<ul style="list-style-type: none"> ▪ explain information and ideas using relevant vocabulary ▪ speak clearly, varying expression to help listeners ▪ use language appropriate to more formal situations, <i>e.g. during an assembly, talking to a visitor</i> ▪ Welsh-medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i> 	<ul style="list-style-type: none"> ▪ listen carefully and make connections between what they are learning and what they already know ▪ check understanding by asking relevant questions or making relevant comments. 	<ul style="list-style-type: none"> ▪ contribute to group discussion, sharing ideas and information ▪ use talk purposefully to complete a task in a group.
4	<ul style="list-style-type: none"> ▪ explain information and ideas using supportive resources, <i>e.g. on-screen and web-based materials</i> ▪ Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon.</i> 	<ul style="list-style-type: none"> ▪ listen carefully to presentations and show understanding of main points ▪ after listening, respond, giving views on what the speaker has said. 	<ul style="list-style-type: none"> ▪ contribute to group discussion and help everyone take part ▪ help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic.</i>
5	<ul style="list-style-type: none"> ▪ speak clearly, using formal language and projecting voice effectively to a large audience, <i>e.g. event for parents/carers, presentation to visitors</i> ▪ Welsh-medium statement: mutate correctly after most prepositions and pronouns, <i>e.g. am funud, dy fam.</i> 	<ul style="list-style-type: none"> ▪ listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i> ▪ listen to others, asking questions and responding to both the content and the speakers' viewpoints. 	<ul style="list-style-type: none"> ▪ contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i> ▪ build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas.</i>
6	<ul style="list-style-type: none"> ▪ speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested ▪ Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, <i>e.g. y llinell.</i> 	<ul style="list-style-type: none"> ▪ listen carefully to presentations and show understanding of the speakers' conclusions or opinions ▪ respond to others with questions and comments which focus on reasons, implications and next steps. 	<ul style="list-style-type: none"> ▪ contribute purposefully to group discussion to achieve agreed outcomes ▪ follow up points in group discussions, showing agreement or disagreement giving reasons.

Literacy - Reading				
Element	Locating, selecting and using information		Responding to what had been read	
Aspect	Reading strategies		Comprehension	Response and analysis
Rec	<ul style="list-style-type: none"> make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i> 			
1	<ul style="list-style-type: none"> understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i> identify words and pictures on-screen which are related to a topic. 			
2				
3	<ul style="list-style-type: none"> read short information texts independently with concentration use visual clues, e.g. <i>illustration, photographs, diagrams and charts, to enhance understanding</i> 			<ul style="list-style-type: none"> make links between what they read and what they already know and believe about the topic.
4	<ul style="list-style-type: none"> read texts, including those with few visual clues, independently with concentration 			
5	<ul style="list-style-type: none"> read extended texts independently for sustained periods use information from trusted sources, on-screen and on paper, selecting and downloading as necessary. 		<ul style="list-style-type: none"> show understanding of main ideas and significant details in texts, e.g. <i>mind mapping showing hierarchy of ideas, flowchart identifying a process</i> 	<ul style="list-style-type: none"> gather and organise information and ideas from different sources
6	<ul style="list-style-type: none"> read complex texts independently for sustained periods 		<ul style="list-style-type: none"> show understanding of main ideas and significant details in different texts on the same topic 	<ul style="list-style-type: none"> distinguish between facts, theories and opinions consider whether a text is effective in conveying information and ideas.

Literacy - Writing				
Element	Organising ideas and information		Writing accurately	
Aspect	Meaning, purposes, readers	Structure and organisation	Language	Grammar, Punctuation, Spelling, Handwriting
Rec	<ul style="list-style-type: none"> convey meaning through pictures and mark making 			<ul style="list-style-type: none"> use familiar and high-frequency words in writing
1	<ul style="list-style-type: none"> use pictures, symbols, letters in sequence and familiar words to communicate meaning write words, phrases and simple sentences and read back own attempts 			<ul style="list-style-type: none"> spell high-frequency words correctly
2			<ul style="list-style-type: none"> use simple subject-related words appropriately. 	<ul style="list-style-type: none"> spell high-frequency words correctly
3		<ul style="list-style-type: none"> use visual information if relevant, e.g. <i>labelled diagrams</i>. 	<ul style="list-style-type: none"> use vocabulary related to the topic or subject context. 	<ul style="list-style-type: none"> spell all high-frequency words correctly produce legible handwriting and present work appropriately joining letters in some words
4		<ul style="list-style-type: none"> use visual information, e.g. <i>illustrations, diagrams and graphs, which are clear and relevant to the written text</i>. 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use subject-specific vocabulary independently. 	<ul style="list-style-type: none"> produce handwriting which is clear and legible and may be cursive
5		<ul style="list-style-type: none"> use images, graphs and illustrations which are clear, relevant and appropriate. 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use appropriate vocabulary, including subject-specific words and phrases. 	<ul style="list-style-type: none"> produce legible, cursive handwriting with increasing fluency

6	<ul style="list-style-type: none"> ▪ write a comprehensive account of a topic or theme ▪ explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice over</i> 	<ul style="list-style-type: none"> ▪ use features and layout which are constructed to present data and ideas clearly. 	<ul style="list-style-type: none"> ▪ use language appropriate to writing, including standard forms of English ▪ use varied and appropriate vocabulary, including subject-specific words and phrases. 	<ul style="list-style-type: none"> ▪ produce fluent and legible handwriting
----------	--	--	--	--

Numeracy								
Strands	Developing numerical reasoning			Using number skills				
Elements	Identify processes and connections	Represent and communicate	Review	Use number facts and relationships	Fractions, decimals, percentages and ratio	Calculate using mental and written methods	Estimate and check	Manage money
Rec				<ul style="list-style-type: none"> ▪ count reliably up to 10 objects ▪ read and write numbers to at least 10 		<ul style="list-style-type: none"> ▪ combine two groups of objects to find 'how many altogether?' ▪ take away objects to find 'how many are left?' 		
1			<ul style="list-style-type: none"> ▪ interpret information presented in charts and diagrams and draw appropriate conclusions. 					
2								
3		<ul style="list-style-type: none"> ▪ select and construct appropriate charts, diagrams and graphs with suitable scales. 						
4		<ul style="list-style-type: none"> ▪ select and construct appropriate charts, diagrams and graphs with suitable scales. 						
5		<ul style="list-style-type: none"> ▪ select and construct appropriate charts, diagrams and graphs with suitable scales. 						
6		<ul style="list-style-type: none"> ▪ select and construct appropriate charts, diagrams and graphs with suitable scales. 						

Numeracy					
Strands	Using measuring skills				Using data skills
Elements	Length, weight/mass, capacity	Time	Temperature	Area and volume Angle and position	Collect and record data Present and analyse data Interpret results

Rec					<ul style="list-style-type: none"> ▪ sort and classify objects using one criterion
1					<ul style="list-style-type: none"> ▪ sort and classify objects using more than one criterion ▪ make lists and tables based on data collected.
2					<ul style="list-style-type: none"> ▪ gather and record data from: <ul style="list-style-type: none"> - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit ▪ extract and interpret information from lists, tables, diagrams and graphs.
3					<ul style="list-style-type: none"> ▪ represent data using: <ul style="list-style-type: none"> - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams ▪ extract and interpret information from charts, timetables, diagrams and graphs.
4					<ul style="list-style-type: none"> ▪ represent data using: <ul style="list-style-type: none"> - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams ▪ extract and interpret information from charts, timetables, diagrams and graphs.
5					<ul style="list-style-type: none"> ▪ represent data using: <ul style="list-style-type: none"> - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs ▪ extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)
6					<ul style="list-style-type: none"> ▪ represent data using: <ul style="list-style-type: none"> - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs ▪ extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)