

## **Sex and Relationships Education Policy**

### **Introduction**

This policy addresses the legal requirements regarding sex education for schools contained in Education Act 1996. Our previous policy (2012.) has been revised to take account of the following national strategies and Welsh Assembly Government guidance:

- Sexual Health and Wellbeing Action Plan, 2010 -2015
- Guidance on sex and relationships education (SRE) in schools (2010)
- Personal and social education framework for 7 to 19-year-olds.

### **Links with other policies**

This policy is based on the Conwy County Borough Council policy for secondary schools and should not be seen in isolation as it has clear links with the following school policies:

- personal and social education (PSE)
- confidentiality
- safe guarding/child protection
- anti-bullying
- equality and diversity
- Conwy LEA SACRE agreed policy for RE.

### **Rationale**

Ysgol Bryn Elian aims to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, emotional and physical development of every learner and prepares them for the opportunities, responsibilities and challenges of adult life.

The governors and staff of our school recognise that we have a legal responsibility to provide SRE for all registered learners and believe that schools play an important role in having a positive and sustained impact on young people's sexual health and wellbeing.

SRE in our school will be taught in the context of the National Curriculum and the PSE Framework for Wales. We believe that a well-planned, skills based and balanced SRE programme will equip learners with the skills and knowledge to make safe and responsible choices as they grow up.

We recognise that we live in a diverse society and learners will come from a variety of family backgrounds. Our SRE programme will aim to be sensitive and respect differences whilst enabling learners to understand the importance of a stable, secure and loving environment for family life.

### **Aims**

Our programmes of study will aim to help learners to move with confidence from childhood through adolescence into adulthood and to:

- develop positive attitudes and values that influence the way they behave
- develop the skills needed to make responsible and well-informed decisions about sexual health and well-being

- understand the physical and emotional aspects of sex, sexuality and sexual health and well-being
- gain respect for themselves and others
- appreciate diversity within sexual orientation and celebrate difference
- build successful relationships
- appreciate the importance of stable and loving personal relationships
- recognise the difference between appropriate and exploitative and abusive relationships
- understand the possible consequences and risks of sexual activity and appreciate the benefits of delaying sexual activity
- understand the laws relating to sexual behaviour
- know how to get appropriate advice and support on sexual health and relationship matters

### **The management and organisation of SRE**

- The governing body will monitor the implementation of the SRE policy and review it every 3 years or more frequently if issues are identified by staff, parents, learners and or national/county guidance.
- The head teacher will ensure that the policy is implemented and provide a written statement for the governing body as part of her annual report. The head will also be responsible for liaising/consulting with parents and informing them of their right to withdraw their child from SRE lessons
- The PSE coordinator will be responsible for:
  - formulating the programme of study and liaising with colleagues to ensure provision across the school
  - Liaison with the feeder primary schools to ensure continuity of provision across all key stages
  - liaising with subject leaders to ensure that all statutory requirements are met.
  - Monitoring and evaluating the programme of study and the resources used
  - Consultation with learners
  - Addressing the CPD needs of staff delivering the programme
  - Liaising with outside agencies and coordinating their involvement with the SRE programme
  -

## **The delivery of the SRE programme**

SRE forms part of the school's PSE provision at KS3, KS4 and KS5 with Science and Religious Education contributing to particular aspects. The PSE coordinator will be responsible for developing the framework for the delivery of SRE and providing support to teachers delivering the programme

- Teachers will usually be responsible for providing the programme, together with support from the school nurse.
- SRE will be taught in mixed gender groups in class with opportunities for individual follow up sessions with the school nurse
- Where practical, the school will participate in additional programmes supported by the county e.g. peer education programmes, Theatre in Education Initiatives

## **The content of the SRE programme**

The SRE programme for each Key Stage is part of the PSE curriculum.

### **Specific sexual health issues**

SRE will be taught within a broad values framework and the personal beliefs and attitudes of teachers will not influence the teaching of SRE. We recognise that students and their families may have strongly held views and attitudes about issues such as abortion and contraception and teachers will always endeavour to ensure classroom debates on sensitive issues gives learners an opportunity to explore and appreciate the validity of opposing viewpoints whilst being sensitive to the personal experiences and beliefs of all learners. We will aim to ensure that appropriate, non-discriminatory and consistent language is used by teachers and health professionals contributing to the SRE programme and that learners are encouraged to use the same terms during lessons.

### **Resources**

At KS3 and 4 'SENSE – Making Sense of Sex and relationships' will provide the basis for the delivery of the SRE programme. Teachers will also use ideas, visiting contributors and resources provided or recommended by the county and the school nurse where appropriate. The school will ensure that all resources used are inclusive and promote respect for diversity

### **Confidentiality**

Teachers and health professionals cannot offer unconditional confidentiality to learners in SRE.

- If a teacher hears or sees something during SRE lessons which suggests a learner is at risk of serious harm or causing serious harm to others they will alert the designated member of staff responsible for safeguarding and child protection Procedure
- The use of agreed ground rules in all classes will create clear boundaries, discourage learners from sharing personal information in a class setting and ensure everyone feels respected and safe
- Teachers will encourage learners to place their questions in a question box which will give staff 'thinking time' before answering

- If questions of a personal nature are raised learners will be encouraged, where possible, to talk to their parents/carers and /or seek help from appropriate support agencies
- Teachers will ensure learners are informed of sources of confidential help and services , e.g. the school nurse, school based counsellor, GP and appropriate helplines such as Childline

### **Involving learners**

The school is committed to providing SRE which is inclusive and appropriate for all learners. The views of learners will be sought through Assessment for Learning techniques and evaluation questionnaires and the following strategies will ensure that the programme meets the needs of all learners:

- Learners will be given the opportunity to work in single sex groups where appropriate
- A variety of teaching and learning strategies will be used including: group discussion and problem solving, role play, case studies , individual reflection, researching information, peer education and Theatre in Education
- The resources used will reflect the perspectives of a variety of cultural and religious backgrounds and diversity within sexual orientation.
- The school will endeavour to ensure that looked after children, young carers and others who may miss opportunities for learning receive appropriate information

### **Continuing professional development**

- Key staff teaching SRE will be given the opportunity to attend appropriate training courses
- The school will share good practice through classroom observations, PLCs and discussions in staff meetings.

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

Parents/carers have the right to withdraw their child from sex education and those wishing to exercise this right are asked to inform the head teacher in writing. The school will consult with parents on the programme through the schools usual channels including the school's web site.

### **The involvement of health professionals and external agencies**

The school nurse will be asked to contribute to the delivery of the SRE programme and to be available for follow up sessions for individual learners, through the drop in health clinic. All professionals asked to support the delivery of SRE will be asked to work within the parameters of the school's policy. Where health professionals are working with individual pupils outside the classroom they will be acting within the parameters of their professional code of contact.

### **Monitoring and evaluation**

- The PSE coordinator is responsible for monitoring standards of SRE learning and teaching

- The head teacher will ensure that the findings from staff, parent and learner evaluations contribute to the school's self-evaluation process and to the policy review process.

**Arrangements for reviewing and updating the policy**

- The policy was agreed by staff/governors on .....
  - Pupil views on SRE provision fed into the policy review and were sought through
    - ✓ consultation with the school council
    - ✓ Evaluation questionnaires
    - ✓ Discussion with pupils associate governors
- (Change/ delete as appropriate)

This policy will be reviewed in 2016 (or sooner if legislation or consultation necessitates this)

Signed: \_\_\_\_\_ (Head teacher)

\_\_\_\_\_ (Chair of Governors)