

# **Ysgol Y Bont Faen Cowbridge Comprehensive School**



## **Sex & Relationships Education Policy**

**Formulated by: DTS**

**Adopted by: MGB**

**Date: 21/11/2013**

**Last Reviewed: as below**

**Review: Subject to changes in statutory guidelines or legislation**

**Next Review: Autumn 2019 or AoLE/SRE revised policy from WG**

**Date of any amendments made to policy & brief points:**

<b>Date</b>	<b>Section</b>

**This policy** has been formulated with regard to curriculum guidance “Health Education”, **National Assembly for Wales Circular No: 11/02 “Sex and Relationships Education in Schools”** and other relevant documentation, e.g.:

- *A strategic framework for promoting sexual health in Wales* (National Assembly for Wales);
- Personal and Social Education Framework (PSE): Key Stages 1-4 in Wales (ACCAC);
- Science in the National Curriculum in Wales (ACCAC);
- *Working together to safeguard children* (National Assembly for Wales);
- Welsh Office Circular 52/95, ‘*Protecting Children from Abuse: The role of the Education Service*’.

## **1. The Consultation Process at the point of formulation involved:**

- Pupil focus groups/school council
- Questionnaires to parents/carers
- Review of SRE curriculum content with staff and pupils
- Consultation with school governors

## **2. What Is Sex and Relationship Education?**

The School recognises that Sex and Relationships Education (SRE) forms part of the curriculum and that its delivery should be made in a manner that encourages the pupils of the school to have due regard for the importance of stable and loving personal relationships, respect, love, care, and the building of successful relationships with friendship groups and the wider community. SRE is also about gaining knowledge and awareness of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **3. Principles and Values**

In addition Cowbridge Comprehensive School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other’s views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## **4. Aims**

- The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships.

## **5. Organisation and Content of Sex and Relationship Education**

The National Curriculum in Wales and the PSE Framework (2008) give schools explicit opportunities for pupils to learn about sex and relationships. In particular the PSE Framework clearly identifies attitudes, values and skills, as well as a sound knowledge base, relevant to SRE. It is therefore the policy of the School to deliver Sex and Relationships Education in a cross-curricular manner, complemented by thematic inputs:

- a. The biological facts of sexual reproduction are delivered as part of the National Curriculum programme of study in Science at Key Stage 3 and Key Stage 4;
- b. The ethical and moral issues relating to sexual activities are delivered within the Relationships topic of the Key Stage 4 Ethics and Philosophy;
- c. The Added Power and Understanding Sex Education (APAUSE) programme is delivered during form tutor time and complemented by external providers. This work begins in Key Stage 3 and continues into Key Stage Health professionals, trained staff;
- d. Sixth Form receive additional information, where relevant, and advice through Welsh Baccalaureate sessions.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the SLT and where appropriate will help with planning or delivery lessons if required.

## **6. Inclusion**

Ethnic and Cultural Groups We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns, where they arise.

### Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **7. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to view any SRE resources the school uses.

## **8. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from a pre16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. This information will be provided by the School Nurse/GP referral.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that confidentiality cannot be guaranteed or agreed.

Health professionals e.g. the Counsellor/ nurse in school are bound by their codes of conduct in a one-to-one situation with an individual student.

## **9. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the designated SLT member (see overview role and responsibilities) to oversee and organise the monitoring and evaluation of PSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors' Wellbeing Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.