

Sex and Relationships Education Policy

Ysgol Uwchradd Llanidloes High School



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Rationale

Education Act 2002 section 101(1)(c) states that: “Governing bodies of all maintained schools are required to make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education. All maintained secondary schools are required to include sex education for all registered pupils as part of the basic curriculum of the school”.

Context/Introduction

“All schools must have an up to date Sex and Relationships Education (SRE) policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly

Sex and Relationship Education Guidance

Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Policy Aims

The aims of SRE include:-

- Provide pupils with **age appropriate** information about sex and relationships;
- Provide pupils with opportunities to explore attitudes and values in this area and develop skills needed to help them make informed decisions about their health related behaviour;
- Develop pupils’ skills for a healthier, safer lifestyle;
- Develop pupils’ communication and assertiveness skills to respond appropriately to the influences of their peers and the media;
- Help pupils learn to respect and care for their bodies;
- Prepare pupils for puberty and adulthood;
- Help pupils learn how to gain access to appropriate information and support.

Policy development, dissemination and review process

The policy is made available to all stakeholders, including parents/carers, via the school website and/or school office.

Values framework

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. This will be done with sensitivity and care given pupils’ wide-ranging home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework, applying it in a way that respects the need to be sensitive to what kind of curriculum content and discussion areas are appropriate for pupils of different ages. The teaching of SRE will encourage students to:

- Value and respect themselves;
- Value and respect others, including when others hold different views and beliefs to their own in the area of sex and relationships;
- Value the importance of mutual respect, care and goodwill in all relationships;
- Value the positive impact of a stable, loving marriage on the wellbeing of children.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

Learning outcomes for SRE within the school

By the end of key stage 4 pupils will have had opportunities to discuss what values and behaviours are needed to build and maintain healthy, loving relationships. They will also have considered their own and others' attitudes towards marriage and statistical information illustrating the positive impact of healthy marriages on individuals, families and society. They will also begin learn what choices can help them form healthy future relationships.

The following learning objectives will guide the teaching of SRE in this school:

Key Stage 3

- Display a responsible attitude towards keeping the mind and body safe and healthy
- Develop positive attitudes towards oneself and others
- Understand the law relating to aspects of sexual behaviour
- Know about contraception, sexually transmitted infections and HIV within the context of relationships
- Understand the features of safe and potentially abusive relationships
- Understand the role of marriage, the importance of stable family relationships and the responsibilities of parents
- Recognise, and develop strategies for coping with, feelings that can be destructive within relationship, such as envy, selfishness, bitterness and anger
- Recognise the benefits of accessing different sources of information, support and advice

Key Stage 4

- Develop personal responsibility for keeping the mind and body safe and healthy
- Develop a responsible attitude towards personal relationships
- Understand a range of attitudes towards different sexual relationships in society
- Understand the risks involved in sexual activity, including potential sexual exploitation
- Understand the features of effective parenthood and the personal impact of loss and change in relationships
- Understand factors that affect mental health and the ways in which strong emotional wellbeing can be fostered
- Know how to access professional health advice and personal support

Post-16

- Develop personal responsibility for all aspects of personal and social development and wellbeing
- Act as positive role models for younger students

- Know how to critically evaluate personal lifestyle choices in the context of physical health and emotional wellbeing, considering the short and long-term consequences of such decisions
- Understand the need to exercise responsibility for personal and group safety in social settings and the wide-ranging potential consequences of sexual activity
- The role of the state in promoting public health and emotional wellbeing.

The organisation of Sex and Relationship Education

SRE is co-ordinated by the Health and Wellbeing Coordinator and Assistant Head responsible for pastoral care. It is taught within the PSRE programme at key stages 3, 4 and 5. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. SRE within PSRE is taught by form tutors.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSRE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSRE co-ordinator will ensure that the visitors’ contributions to lessons are in line with the learning outcomes of the school’s SRE programme. A teacher will be present during the lesson.

Terminology

NHS guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child’s needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person’s health drop-in service for an answer, or seeking advice from the PSRE coordinator or senior pastoral lead.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and evaluation of SRE

The PSRE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of learning walks, monitoring lesson plans and gathering feedback from stakeholders. Staff development needs are identified and addressed.

Liaison with feeder schools

Cluster meetings allow liaison to ensure effective progression in SRE following transition to secondary school.

Withdrawal of students from sex and relationship education and complaints procedure

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Senior Pastoral Manager to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory national curriculum science orders.

Any complaints about the content or delivery of SRE should be addressed to the Senior Pastoral Manager.

Equal opportunities

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Open and age appropriate discussion on the diversity of views about sexual relationships takes place in a respectful learning environment. Whilst it is likely and acceptable for a wide range of contrasting views to be expressed during SRE, any bullying of pupils on the grounds of their differing views on sexual ethics will be dealt with through application of the anti-bullying policy.

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the child protection policy. The staff member will inform the designated child protection officer in line with the LA procedures for child protection. A member of staff cannot promise confidentiality.

Procedure for supporting those infected with HIV or Hepatitis B or C

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff who is told of a pupil's blood-borne viral status, should inform the headteacher and no one else. She/he will tell the pupil this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

Links with other policies

- Strategic Equality Plan
- Child Protection
- Behaviour
- Anti Bullying

Key Stage 3 and 4 only

Under 16s' entitlement to confidential health advice and treatment

The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In PSRE lessons, however, she must follow the same guidelines as teachers.

Safeguarding

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Encourage the student to talk to a parent/carer.
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Child Protection Officer. The CPO can advise whether they need to know the name of the student and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages.
- Make sure the student is aware of the health risks and potentially life-changing consequences of such a decision, and is encouraged to seek further professional advice.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher should seek advice from the CPO as above.

Student support services available in school

The school nurse holds a weekly drop-in located in the careers room. She is able to offer all pupils confidential health advice and support on any issue.

All the above student support people work together and with tutors and the Senior Pastoral Manager, but they will not share personal information about students without their permission unless there are child protection concerns.

Support for pregnant teenagers and young fathers

Any pupil who is continuing with a pregnancy will be given time with the Head of Year/Senior Pastoral Manager to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example Citizens' Advice Bureau.