



Sex & Relationship Education Policy Rationale For the purposes of this policy, Sex and Relationships Education is to:

- help support young people through their physical, emotional, moral and spiritual development
- understand the importance of stable and loving relationships, respect, love, care and the building of successful relationships with friendship groups and the wider community
- gaining knowledge and awareness of sex, sexuality and sexual health.

(Adapted from National Assembly for Wales Circular 11/02: Sex and Relationships Education in Schools (2002))

This policy is intended to ensure that sex and relationships education (SRE) is handled by skilled and experienced staff and that it is introduced with the appropriate level of negotiation between staff, young people and their parents. The policy addresses the legal requirements, national strategies and Welsh Assembly Government guidance outlined in the Education Act 1996, Sexual Health and Wellbeing Action Plan (2010-2015) and the Personal and social education framework for 7 to 19 year olds.

Aims & Objectives

This policy aims to ensure that:

- SRE is delivered by knowledgeable and confident staff. Lessons are delivered by form tutors, theatre groups and health professionals.
- SRE is delivered with safeguarding in mind (See Safeguarding Policy)
- Staff are aware of the school's confidentiality arrangements. SRE is delivered in line with core principles that promote equality.

SRE delivered will seek to:

- promote positive, caring relationships essential for the development of a good self-image.
- encourage individuals to be responsible for themselves and take control of their bodies.
- provide knowledge about the processes of reproduction and the nature of sexual relationships.
- encourages the acquisition of interpersonal skills and positive attitudes which allow young people to manage their relationships in a responsible and healthy manner.

Context

SRE should be delivered within the broader context of personal, health and social education (PSE) and should allow young people the opportunity to explore attitudes and values, develop skills and gain information.

Ground Rules

The following ground rules will guide all SRE content and delivery:

Confidentiality:



Staff should respect the right to confidentiality for all young people choosing to discuss issues of a personal nature relating to health and sex education.

Staff should be aware of local safeguarding procedures and the limits that they place upon confidentiality (See the School Safeguarding Policy). All Safeguarding issues must be reported immediately to the safeguarding lead, the school's designated child protection officer. Recognizing that parents have responsibility for the conduct and welfare of their children, staff will encourage the young person, at all points, to share information with their parents and caregivers wherever safe to do so.

In line with the All Wales Child Protection Procedures 2008, decisions to share information with parents and caregivers will be taken:

- using professional judgment.
- with consideration of Fraser guidelines in consultation with the All Wales Child Protection Procedures.
- based on the child's age, maturity and ability to appreciate what is involved in terms of the implications and risks to themselves.
- considered along with the parents' and carers' ability and commitment to protect the young person.
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Equal opportunities & equality

Every child regardless of race, creed, gender or sexual orientation will have access to a broad and balanced programme of work using a range of resources to reflect the cross section of faiths and cultures in our community (See School Strategic Equality Plan).

The role of parents

We will inform parents and carers of the inclusion of SRE within the programme via the Home School Agreement and school website. Parents have the right to withdraw their children from all or part of SRE at school. Any parent wishing to exercise this right should contact the school in writing. Appropriate alternative arrangements will be made for pupils withdrawn from these lessons. However, the biological aspects of SRE that appear in the Science curriculum are statutory.

We recognise that some parents have religious or ethical beliefs leading to a personal perspective on SRE that needs to be respected and acknowledged.

The role of other agencies and members of the community

We work closely with a range of other specialist agencies in the delivery of SRE in school.

What will be delivered through SRE

The SRE programme will focus upon the development of skills, knowledge, attitudes and Understanding of this topic through a mapped and structured PSE programme. Any issues identified as being an area of development within a year group, through use of the SHRN report



will be delivered through the PSE programme and the science National Curriculum at key stage 3. Any issues may be revisited with later year groups as part of a 'spiral' curriculum.

Range of SRE Activities:

The following types of activity may be used in the delivery of SRE: mixed gender groups, single gender group discussions, DVDs, responding to questions from young people, theatre groups, outside speakers and quizzes and games.

Monitoring & Evaluation

The role of SRE coordinator falls under the remit of Head of Faculty Health and Wellbeing. This lead will then regularly evaluate the current programme and plan for future developments, in line with specialist advice and guidance and the support of AHT Wellbeing. The views of pupils are sought via the School Council and pupil lesson evaluations to ensure that the SRE programme meets the needs of learners. The views of staff are sought formally via the self-evaluation procedures, as well as ongoing informal feedback.

The lead person for this policy is Head of Faculty - Health and Wellbeing

