

Ysgol Gelli Aur Golden Grove School



SEX AND RELATIONSHIPS EDUCATION POLICY 2018/19

Introduction

The Governing Body is committed to the provision of Sex and Relationships Education (SRE) based on the encouragement of social, emotional and moral considerations and with due regard for the value of family life, the diversity of family arrangements as well as stable relationships outside marriage.

This policy, supported by relevant training, aims to ensure that:

- SRE is delivered with safeguarding in mind.
- SRE is delivered by knowledgeable and confident staff.
- Staff and members are aware of the organisation's confidentiality arrangements.
- SRE is delivered in line with core principles that promote equality.
- Provision of SRE is within a clear values framework and states the aims and expected outcomes of the school's SRE programme clearly.
- Description is clear on how the programme is managed and organised.
- A clear outline is provided on how the programme is delivered.
- A description on how the SRE programme meets the needs of all learners
- A description on how school policies on confidentiality, safeguarding and child protection relate to SRE.
- The views of stakeholders will be sought.
- SRE will be delivered within the context of the schools PSE curriculum and the Literacy and Numeracy framework.
- The school will work with parents/carers and respect parents' rights to withdraw their child from any sex education provided apart from that delivered through core National Curriculum requirements.

Purpose

SRE is about physical, moral and emotional development. It emphasises the importance of stable and loving relationships, respect, love and care. It is also about the consideration of relationships and health against a background of respect for marriage, family life and respect for the diversity of family arrangements. It provides knowledge and skills which are intended to help students manage a healthy lifestyle including the reduction of harm to self and others.

The School has a commitment to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. Within the programme, Social and Emotional Aspects of Learning outcomes are recognised such as possessing empathy, dealing with feelings and expressing emotions. The purpose therefore is to create a culture that supports open and responsible discussion of relationships and health and well-being provides a positive, holistic SRE programme that meets the needs of all learners.

How Sex and Relationship Education is taught?

We teach sex education through different aspects of the curriculum. While we carry out the main Sex & Relationship Education teaching in our PSE and Science curriculum, we also teach some Sex & Relationship Education through other subject areas, e.g. RE and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and show it is changing and developing.

In PSE great emphasis is put on the teaching of relationships and we encourage children to discuss issues. Opportunities are provided for pupils to be involved in activities to promote self-esteem and to manage and be supported in mental health aspects such as bereavement, family relationships and bullying. Pupils and staff are considered in the context of equal opportunities and to value cultural differences and diversity.

In Science and PSE lessons at all stages, we teach about how the body works and changes at puberty are discussed including how a baby is born. We encourage the children to ask for help if they need it.

In Foundation Phase we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth

At Key Stage 2 we consider puberty in more detail as many children experience puberty at this age. We liaise with the Healthy Schools Team and the school nurse about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development. An opportunity is made to parents to see and discuss the programme of lessons and the materials that the school uses in its teaching of this area.

Objectives

- To discover what pupils know, understand, think and feel and to identify their needs.
- To dispel myths.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, and social) and to provide reassurance that change is part of the life cycle.
- To emphasise the importance of marriage and the value and variety of family life, the implications of parenthood and the needs of the very young while respecting the varied cultural, religious and belief influences.
- Learn to manage and understand emotions and manage conflict.
- To help children affirm their rights.

Provision

School based and LA and external organisation expert training is provided for teachers and other relevant staff. A School Nurse and/or Community School Nurse provide(s) also provides practical advice and guidance. The following ground rules will guide all SRE content and delivery:

- Biological terms will be used in all curriculum based SRE lessons. Family names will not be used, in order to avoid confusion.
- Meanings of words will be described in a sensible and factual way.
- Distancing techniques will always be used. Individual people will never be mentioned.
- The teacher will strive to provide active learning strategies, so that SRE is fun and interesting.
- If a teacher is asked a question that is classed as 'too sensitive' or 'too controversial' for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic.
- Teaching staff will mentally monitor pupil questions and refer any disclosures to the Child Protection Co-ordinator in the school.
- Questions should not be directed at individuals. Nobody should be forced into answering.
- No personal comments or put downs are allowed.

Confidentiality Protocols

The school's confidentiality policy ensures that practice is consistent throughout the school. Learners, teachers and parents/carers are made aware of the school's confidentiality policy and understand how it works in practice to protect learners and staff.

The confidentiality policy:

- Ensures that learners know that teachers, and other professionals, cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures.
- Reassures learners that their best interests will be maintained.
- Encourages learners, where possible, to talk to their parents/carers and give them support to do so.
- Makes sure that learners are informed of sources of confidential help, for example the school nurse, school counsellor, GP or young person's sexual health services. Promotes the use of ground rules in lessons to establish boundaries.
- Instigates the school's safeguarding and child protection procedures if there is any possibility of abuse.

Disclosure of personal information.

Staff must not disclose information about their relationships to young people. This could lead to a private information being made public to the whole community. Staff should maintain boundaries between your personal life and your work with young people. Boundaries emphasise the importance of privacy and encourage respect for oneself and other people.

Specific issues within SRE

Safeguarding Children

This policy complies with the Local Authority Safeguarding Procedures adopted by the School.

Parents

Parents and carers have an important role in SRE through instilling values, providing a framework for relationships and arranging structures for support. This SRE policy is made available to parents and an outline of SRE content is provided each year by PSHE staff. Under the 1996 Education Act, parents have the right to withdraw their children from part or all of non-National Curriculum SRE i.e. the significant proportion which falls outside the Science curriculum.

Parents wishing to withdraw their children from PSHE lessons when SRE is being considered are asked to contact the Head Teacher in writing.

Ensuring inclusion

The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015 reinforces the Welsh Assembly Government's commitment that everyone deserves equal access to SRE health information regardless of age, race, disability, gender, sexual orientation religion or belief.

The SRE programmes meet the needs of all learners. Teaching is inclusive, helping all learners to understand their physical and emotional development and enabling them to make positive decisions about their personal relationships as well as health and well-being.

Looked after children will be supported as they often miss opportunities for learning at school due to disrupted lifestyles, periods of absence, or because they are frequently moving between schools. They may also lack parental guidance. Similarly young carers may also miss opportunities for learning at school. The school will make particular efforts to ensure that all learners with such needs receive SRE and that wherever possible teachers are aware of, and sensitive to the personal circumstances of individual learners.

The role of outside agencies

We encourage valued outside agencies to work with us to provide advice and support to the children with regard to health education; in particular, members of the Hywel Dda NHS Trust and Local Public Health Team. The purpose and role of the outside agency education is clear.

- Outside agencies are clear about the boundaries of their input.
- Outside agencies are aware of the planned curriculum and relevant school policies, including confidentiality, and will abide by them.
- The aims and objectives of any session using outside visitors is clear, as well as the values framework within which they will work.
- The way they will work with staff is planned and agreed.

- Lines of accountability between the agency and the school have been made explicit.
- Learning outcomes are identified.

Monitoring and Evaluation

The SRE programme of study is monitored by appropriate members of senior staff as part of our self-evaluation cycle and will ensure procedures are in place to update published policies on websites etc. The Governing body will also ensure that the school has an up-to-date written SRE policy and that is reviewed regularly. The Governing body will ensure consultation will be carried out with parents/carers and the wider community to ensure that the policy takes account of parents'/carers' wishes and meets the needs of the community the school serves.

Annex A: The legal framework

The policy on SRE is based on:

- The Personal and Social Education framework for 7 to 19-year-olds in Wales.
- Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales.
- Welsh Assembly Government Circular 005/2008: Safeguarding Children in Education.
- All Wales Child Protection procedures 2008.
- The role of local authorities and governing bodies under the Education Act 2002.
- Safeguarding Children: Working Together Under the Children Act 2004 (2007).
- School-based Counselling Services in Wales – a National Strategy (Welsh Assembly Government, 2008) Welsh Assembly Government Circular No: 019/2010. Sex and relationships education in schools. The Equalities Act 2010.

Definition of sex education

A.1 Section 579 (1) of the Education Act 1996 gives a definition of 'sex education' as including education about:

- (a) Acquired Immune Deficiency Syndrome and Human Immuno-deficiency Virus, and
- (b) any other sexually transmitted disease.

Sex education policy

A.2 Governing bodies of **all** maintained schools are required by section 404 of the Education Act 1996 to:

- (a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and
- (b) make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any parent who asks for one.

A.3 The policy statement must also include a statement about parents' rights under section 405 of the Education Act 1996 to exempt/withdraw their child from sex education.

Primary schools

A.5 Section 101(1) of the Education Act 2002 does not require primary schools to provide sex education as part of the 'basic curriculum'. Primary schools can provide sex education but whether they do so is at the discretion of the school.

Special schools and Pupil Referral Units (PRUs)

A.6 Under section 101 of the Education Act 2002, maintained special schools and PRUs can provide sex education for primary-age pupils and must provide it for secondary-age pupils. There is no requirement for special schools in hospitals to provide sex education, but if they provide secondary education, they must have a policy on sex education, and if they do provide sex education they must have regard to this guidance.

Guidance

A.7 Where sex education is given, section 403 (1B) of the Education Act 1996 (as amended) requires Head Teachers and governing bodies to have regard to the National Assembly for Wales' guidance.

A.8 Section 403 (1C) requires the Assembly's guidance to 'include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.'

Marriage, family life and inappropriate materials

A.9 Section 403 of the Education Act 1996 requires that the governing body and the Head Teacher: shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

A.10 In addition, section (1A) of section 403 of the Education Act 1996 places a duty on the Welsh Ministers to issue guidance designed to secure that when sex education is given to registered pupils at maintained schools:

- (a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
- (b) they are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural background of the pupils concerned.

Parent/parental responsibility

A.11 Section 576 of the Education Act 1996 defines a 'parent' as follows:

(1) In this Act, unless the context otherwise requires, 'parent', in relation to a child or young person, includes any person –

- (a) who is not a parent of his but who has parental responsibility for him, or
- (b) who has care of the child. Section 3 (1) of the Children Act 1989 defines 'parental responsibility' as follows:

(1) In this Act 'parental responsibility' means all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property. References to parents/carers in this guidance should therefore be taken to include those with parental responsibility or care of a child.

Exemption/withdrawal from sex education

A.12 Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum. If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

The Public Sector Equality Duty under the Equality Act

When carrying out functions we have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not.
- foster good relations between persons who share a relevant protected characteristic and persons who do not.

The policy also takes in to consideration the guidance provided by the Equality and Human Rights Commission.

What equality law means for you as an education provider in Wales: Schools.

http://www.equalityhumanrights.com/uploaded_files/Wales/PSED_Wales_docs/education_nsg_wales_-_final.pdf