

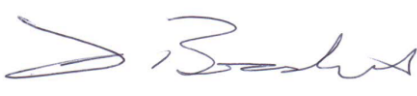


YSGOL GYMUNEDOL
PORTH
COMMUNITY SCHOOL

Date Created: December 2018


Review Date: March 2020

Chair of Governors – David Brookes

Signed: 

Date: 12.03.19

Headteacher – Yvonne Jones

Signed: 

Date: 12.03.19

Porth Community School

Policy on Sex and Relationship Education

1 Introduction

- 1.1 This policy addresses the legal requirements for Sex Education in schools contained in the Education Act 1996 and takes into account the implications of the Equalities Act 2010.

We are always mindful of the young age of many pupils and ensure that our lessons are in line with guidance from the Welsh Assembly government as laid out in The PSE Framework for Wales. Our school's policy on sex and relationship education has been created in line with guidance from the following documents:

- Sex and Relationships Education (SRE) in schools Welsh Assembly Government Circular No: 019/2010
 - The framework for PSE in Wales
 - United Nations Convention on the Rights of the Child
- 1.2 Sex education is part of the Personal and Social Development of our students. It promotes their spiritual, moral, cultural, mental and physical development.
- 1.3 This policy was created following consultation with the healthy schools.

2 Links to other policies

- 2.1 This policy should be read in conjunction with the following school policies:

- Safeguarding/Child Protection
- Anti-bullying Policy
- Equalities Policy and Plan
- Internet Safety Policy
- Substance Misuse Policy
- Behaviour Management

3 Aims and objectives

- 3.1 Our SRE programmes of study will aim to help pupils move with confidence from childhood through to adolescence into adulthood. We teach children to:

- Value themselves
- Recognise and communicate their feelings
- Form positive friendships and relationships

(in line with Welsh Government Guidance Circular 019/2010)

4 The Welsh Network of Health Promoting School Schemes:

4.1 Our school participates in the RCT Healthy Schools Scheme, which promotes health education. As participants in this scheme, we:

- consult with parents and carers on all matters of health education policy;
- all staff are familiar with curricular guidance
- listen to the views of the children and respond sensitively
- Look positively at any local initiatives that support us in providing the best SRE programme that we can devise.
- work in partnership with key organisations to deliver an appropriate programme

5 Management and Organisation of SRE

5.1 Role of the Governing Body:

The role of the governing body of Porth Community School is to:

- Ensure that the school has an up-to-date written SRE policy that is reviewed bi-annually in line with national/local guidance or more frequently if issues are identified by staff or parents
- Consult with the Headteacher to ensure that all learners needs are taken into account
- Consult with parents/carers and the wider community.

5.2 Role of the Headteacher and Senior Leaders:

The role of the Headteacher and senior leaders is to:

- Co-ordinate the creation of the school's SRE Policy by involving all relevant stakeholders
- Allocate a named member of staff to lead on SRE
- Inform all staff and adults involved with the delivery of SRE within the school of the contents of the policy and its implications for them as providers
- Assess the Continual Professional Development needs of school staff involved with the programme and seek to respond to these needs
- Review the policy and make appropriate changes and amendments
- Ensure that the policy is implemented effectively and provide an overview to Governors as part of the Annual Report
- Liaise/consult with parents on curriculum resources and inform them of their right to withdraw their child from SRE lessons.

5.3 Role of the SRE/PSE co-ordinator:

The SRE/PSE co-ordinator will be responsible for:

- Creating and co-ordinating the delivery of SRE ensuring the statutory requirements are met

- Providing support for class teachers to ensure provision across the whole of the school
- Having clear parameters on what students should be taught in their transition through secondary education.
- Communicating with associated Primary schools to ensure that there is consistency of approach and appropriate progression in SRE between schools
- Monitoring and evaluating the scheme of work and the suitability of resources
- Liaising with outside agencies and co-ordinating their involvement within the SRE programme
- Ensuring pupils have the opportunity to evaluate taught lessons
- Liaising with the Well Being Team when required
- Assessing the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs.

6 Content of the SRE programme

The following table provides a breakdown of what students should be given the opportunity to understand and learn during each key stage with regard to SRE.

6.1 Nursery – Year 11: Personal Social Education

<u>Year Group</u>	<u>Theme / Topic</u>
Nursery- Year 2	<ul style="list-style-type: none"> • Friendships • Values
3/4	<ul style="list-style-type: none"> • Friendships • Online Safety • Feelings • Inappropriate touching • Self-Esteem
5/6	<ul style="list-style-type: none"> • Periods • Body Changes • Personal Hygiene • Puberty • Being safe online
7	<ul style="list-style-type: none"> • Friendships • Online Behaviour
8	<ul style="list-style-type: none"> • Body Changes / Puberty • Body Image / Self Esteem
9	<ul style="list-style-type: none"> • Emotional Health: Developing feelings / relationships • Sexual Health: Contraception • Sexuality (LGBT)
10	<ul style="list-style-type: none"> • Health Nurse: Sexual Health (STI's) • PC Liaison Officer: Internet Safety (Relationships / "Grooming")
11	<ul style="list-style-type: none"> • Health Nurse: Contraception • PC Liaison Officer: Healthy Relationships /

	Online Behaviours
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7 Delivery of SRE

- 7.1 A graduated scheme of work exists which reflects the above learning outcomes.
- 7.2 We will aim to ensure that appropriate, consistent language is used by teachers and health professionals contributing to the SRE programme and learners are encouraged to use the same terms during lessons.
- 7.3 We teach SRE through different aspects of the curriculum. While we carry out the main SRE in our Personal and Social Education lessons in Year 7 and 8 we also deliver SRE through additional subject areas (e.g. Science, Health & Social Care, PE). We believe this contributes significantly to pupil's knowledge and understanding of their own bodies, and how they are changing and developing. In Year 9-11 there are timetabled PSE lessons, and SRE delivery is also conducted through PSE closedown time and extended assemblies.
- 7.4 In PSE, we teach students about relationships, and encourage discussion on issues. We teach about keeping the mind and body healthy and safe. Personal hygiene and positive relationships plays a significant part of the PSE scheme of work.

8 Resources

- 8.1 At Year 7/8 'SENSE' resources provide the basis for the delivery of the SRE programme. During this key stage a variety of resources will be additionally used including DVD Clips and Circle Time, FPA Leaflets and DEAL resources. In Year 9 to 11 presentations will be conducted mainly by the School Health Nurse (RCT Nursing Service) and South Wales Police Core Liaison Officer. Additional drop in clinics where students can access one to one advice and guidance will be available for one day of each school week. The condom card scheme is also in place, accessible to students at 14+ years. Students in Nursery to Year 6 are supported through SEAL sessions.

9 The role of parents and carers

- 9.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of students at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents and carers about the school's SRE policy and practice;
 - answer any questions that parents or carers may have about the SRE of their child;
 - take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
 - encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;

- inform parents and carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 9.2 Parents and carers have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.
- 9.3 The school will consult with parents on the SRE programme through parent forums, the school's digital app and newsletters

10 The role of other members of the community

- 10.1 We encourage other valued members of the community to work with us to provide advice and support to the students with regard to health education, and invite them in to help deliver SRE as part of a planned programme. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on may include social workers. The All Wales Core Police Programme also contributes to the delivery of the SRE programme.
- 10.2 All partners entering the school will be made aware of and abide by the school's SRE policy.

11 Specific sexual health issues

- 11.1 Ground rules will be developed as part of the school's sex education policy, or individually with each class or year group to establish clear parameters regarding what is appropriate and inappropriate in a whole class setting. In turn this helps to create a balance between learners feeling respected and safe, and protecting individual privacy.
- 11.2 Examples may include:
- Everyone will be treated with respect
 - Any questions must be appropriate to the learning environment
 - We (teacher or learner) will avoid sharing personal information
 - We will all challenge prejudice consistently and we will all respect diversity
 - Using the correct terminology
- 11.3 If a teacher does not know the answer to a question, they will acknowledge this and research the question later.

- If a question feels 'too old' for a learner, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher will acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class. (WG guidance: 19/2010).

11.4 For further information on confidentiality, personal disclosures, safeguarding and child protection procedures see Section 12 of this policy.

11.5 When teachers are dealing with questions about sex and relationships (which may be of sensitive nature) they will use their professional judgement in providing answers which are appropriate to the age and maturity of the pupil or of other pupils who may be listening.

12 Confidentiality

12.1 Teachers conduct SRE lessons in a sensitive manner. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Child Protection Officer / Head teacher will then deal with the matter in consultation with social services (see also our policy on Child Protection).

13 Involving learners

13.1 The views of learners will be sought through Assessment for Learning techniques and pupil evaluation questionnaires. These will help shape future delivery.

14 Continuing professional development

14.1 Key staff teaching SRE will be given the opportunity to attend appropriate training courses.

14.2 The school will share good practice through classroom observations, INSET days and discussions in staff meetings.

15 Monitoring and review

15.1 The Deputy Director of Life Skills and Link Governor for School of Life Skills and World Studies monitors the impact of our SRE policy. The Committee gives serious consideration to any comments from students, staff, parents and carers about the sex education programme, and makes a record of all such comments. The curriculum lead is also required to keep a written record, giving details of the content and delivery of our sex education programme.

15.2 This policy will be reviewed every two years, or earlier if necessary.

- 15.3 This policy will be located in the general policies folder kept in the secure area on the network. Aspects of this Policy will be included in student planners as well as shared areas on the school network. Parents may request a paper copy of the Policy from the school.