



Sex and Relationships Education Policy

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1. Introduction

This policy has been prepared in accordance with the Education Act 1996, the Strategic Framework for Promoting Sexual Health in Wales and the National Assembly for Wales Circular 11/02, and takes into account the requirements of the Welsh Assembly Government's PSE framework 2008.

2. Rationale

- 2.1 It is important that a comprehensive and well-planned programme of sex and relationships education (SRE) be given to pupils at Bassaleg School in order to help them cope with their physical, emotional, moral and spiritual development and prepare them for the opportunities, responsibilities and experiences of adult life.
- 2.2 The programme will place great emphasis upon helping pupils to respect themselves and others and equipping them with the skills to make responsible and informed decisions.
- 2.3 SRE is about understanding the importance of stable and loving personal relationships, respect, love, care and the building of successful relationships with friendship groups and the wider community.
- 2.4 Pupils will be taught about the nature and significance of marriage and its importance for family life and the bringing up of children while recognising that there are strong and mutually supportive stable relationships outside of marriage and that we live in a diverse society with pupils coming from a variety of family backgrounds.

3. Aims

- 3.1 To help pupils understand their growth and development, the processes of human reproduction and the nature of sexuality.
- 3.2 To provide knowledge and understanding of sexual health issues and information about how to obtain appropriate advice on sexual health.
- 3.3 To raise awareness about oneself and the needs and feelings of others and develop respect for oneself and others.
- 3.4 To enable pupils to consider the attitudes, values and skills which influence the way they behave.
- 3.5 To build up pupils' self esteem and confidence and equip them with the appropriate skills to manage their relationships in a morally responsible and healthy manner.

4. The Organisation of SRE in the school

SRE will be taught mainly in the PSCE lessons and in Science, but there are aspects which are addressed across the curriculum and especially in English, RE and PE. (See relevant POS).

4.1 The relevant learning outcomes from the WAG PSE Framework in Key Stage 3 are:

- Know the law relating to various aspects of sexual behaviour.
- Know about contraception, sexually transmitted infections and HIV within the context of relationships.
- Recognise the features of safe and potentially abusive relationships.
- Understand the role of marriage, the importance of stable family relationships and the responsibilities of parents.
- Understand the range of emotions they experience and how to develop strategies for coping with negative feelings.
- Understand the benefits of accessing different sources of information, support and advice.
- To be able to make and maintain friendships, and begin to negotiate behaviour in personal relationships.
- Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations.

4.2 The relevant learning outcomes from the WAG PSE Framework in KS4 are:

- Understand the range of sexual attitudes, relationships and behaviours in society.
- Understand the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation.
- Understand the features of effective parenthood and the effect of loss and change in relationships.
- Know how to access professional health advice and personal support with confidence.

4.3 PSCE Coordinator

- Plans and monitors the PSCE provision ensuring continuity and progression, good use of resources and adequate time allocation.
- Responsible for drawing up a PSCE scheme of work which includes SRE.
- The PSCE coordinator, with the link member of the Senior Leadership Team, monitors the learning, teaching and standards and evaluates the programme.

4.4 SRE

- Delivered by a team of teachers who choose to be part of this team.
- SRE lessons are delivered by setting ground rules ROCK (Respect, Openness, Confidentiality and Kindness); question boxes are utilised and are a variety of verbal and non verbal activities for dealing with sensitive issues.
- Each Year group receives 4 SRE lessons each. A consistent message is given to all students by lessons which are planned (most in power point format) and by DVD resources. Members of Staff have received training on Confidentiality and the Fraser Guidelines.

- Members of staff and students have an opportunity to feedback on the programme provided annually.
- SRE takes place in mixed gender groups but the specific needs of boys and girls will be carefully addressed. Care will also be taken to understand the perspectives of pupils from the variety of cultural and religious backgrounds and to cater for pupils of all abilities.

5. Specific Issues

- 5.1 Contraception - taught in a class setting and in an interactive manner. Health professionals will be consulted where appropriate. Teachers will give information about where pupils can obtain confidential advice and counselling. The main concern is to reduce the incidence of unwanted pregnancy, and the focus should be on providing appropriate information and effective advice on contraception and the benefits of delaying sexual activity.
- 5.2 Abortion - when abortion issues are discussed in the school, pupils will be given the opportunity to explore the dilemmas, appreciate the validity of opposing views, and develop the communication skills to discuss it with parents and health professionals.

*The religious convictions of pupils and their parents should be respected.

- 5.3 Sexual Orientation - teachers will deal with this issue honestly, sensitively and in a non-discriminatory way. They will answer appropriate questions and provide factual information. Pupils will be encouraged to respect and recognise diversity and differences in human life.

Guidance in National Assembly Circular 3/99 'Pupil Support and Social Inclusion' deals with the unacceptability of and emotional distress and harm caused by bullying in whatever form, including sexual orientation. Any instance in the school will be dealt with in accordance with the school's Prevention of Harassment Policy.

5.4 Sexually Transmitted Infections (STIs) including HIV

The strategies for teaching about STIs including HIV will include:

- Helping pupils clarify their knowledge of STIs including HIV.
- Teaching them assertive skills for negotiating relationships.
- Enabling them to become effective users of services that help prevent/treat STIs and HIV.

The key components will be factual information and knowledge about safer sex and STIs, including HIV in the context of relationships; an understanding of what is risky behaviour and what is not; condom use and safer sex in general; skills to enable pupils to avoid being pressured into unwanted or unprotected sex, the diagnosis, treatment and accessing of local sexual health advice and services.

6. Confidentiality

Important Aspects:

- 6.1 Pupils and parents or carers should be made aware of the school's confidentiality policy and how it works in practice.
- 6.2 Pupils should be informed that teachers cannot offer unconditional confidentiality, particularly in relation to personal disclosures. However, pupils should be assured that their best interests will be maintained.
- 6.3 Pupils should be encouraged, where possible, to talk to their parents or carers about sexual issues.
- 6.4 Pupils must be informed of sources of confidential help, for example GP or young person's advice service.
- 6.5 Ground rules need to be established in lessons.
- 6.6 If there is any possibility of abuse the schools' child protection procedures must be followed.
- 6.7 All staff must be aware of the procedures involved in the school's child protection policy.

7. Personal Disclosures to a Teacher

If a teacher is approached by a pupil who is sexually active or contemplating sexual activity, the teacher should:

- 7.1 Address any child protection issues with the designated teacher for child protection.
- 7.2 Take steps to ensure that the pupil, wherever possible, talks to the parent or carer.
- 7.3 Take steps to ensure that the pupil has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Teachers should also make it clear to the pupil that they cannot guarantee confidentiality in line with the school's Child Protection Policy. The teacher should also ensure that the pupil understands that if confidentiality has to be broken that they will be informed first.

8. External Support

The school uses the advice, support and resources provided by the LEA advisory service, the Local Public Health Team, School Health Nurse and Health professionals in the community. Visitors are used in accordance with the LEA guidelines on the use of outside agents in health education. Such visitors complement the teacher and give specialist input e.g. police education liaison officer, school community nurse.

Pupils will be given the contact details for young peoples' sexual health clinics and sexual health projects.

9. In-Service Training

Representative staff attend training provided by the LEA and In-house inset provided by the PSCE coordinator.

10. Working with Parents

Parents are encouraged to support the school's sex education programme. Information related to this policy is supplied to parents in the following ways:

- 10.1 In the school prospectus and other curriculum guidance materials.
- 10.2 Parents may have access to a package of teaching materials used in sex education lessons by contacting the PSCE coordinator.

There is a statutory right for parents to withdraw their children from sex education provision. Parents wishing for their child to be withdrawn must contact the Governing Body (i.e. in the first instance, the Headteacher) giving their reasons in writing.

11. Review

- This policy was agreed by the Governing Body on 19 November 2009.

This policy statement will be reviewed every 3 years.