

Be the best

Respect, Achievement, Care



Sex and Relationships Education (SRE) and Personal and Social Health Education (PSHE) Policy

Date Policy formally approved by Governing Body/Committee:	
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Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	R
Is this a new or a revised policy	New
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

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". PSHE is a statutory element within the basic curriculum for pupils aged 3 to 19. It is the responsibility of schools to plan and deliver broad, balanced SRE and PSHE provision to meet the specific needs of all learners.

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:

1. Define sex and relationship education;
2. Describe how sex and relationship education is provided and who is responsible for providing it:
 - a. Say how sex and relationship education is monitored and evaluated;
 - b. Include information about parents' right to withdrawal; and
 - c. 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.

The aims for PSHE include:

PSHE reflects the aims of the PSHE Framework for 7 to 19 year olds in Wales (2008) to:

- Develop learners' self-esteem and a sense of personal responsibility;
- Promote self-respect, respect for others and celebrate diversity;
- Equip learners to live safe, healthy lives;
- Prepare learners for the choices and opportunities of lifelong learning;
- Empower learners to participate in their schools and communities as active, responsible citizens, locally, nationally and globally;
- Foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship;
- Prepare learners for the challenges, choices and responsibilities of work and adult life.

Policy development, dissemination and review process

The policy is made available to all stakeholders, including parents and 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/civil partnership and a stable relationship, 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 relationship 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 to 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 behavior;
- 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;
- 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;
- To be able to make and maintain friendships, and begin to negotiate behaviour in personal relationships;
- To consider the moral dilemmas involved in life situations.

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 importance of sexual health and 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.

The organisation of SRE and PSHE

SRE is co-ordinated by the PSHE Head of Department. It is taught within the PSHE programme at Key Stages 3 and 4. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. Outside organisations should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.

There are five themes in the statutory framework for PSHE:

1. Active Citizenship
2. Health and Emotional Well Being
3. Moral and Spiritual development
4. Preparing for lifelong learning
5. ESGDC

All curriculum courses at Ysgol Clywedog support the delivery of PSHE, through learning activities, related to these five areas as appropriate.

Sex and Relationship Guidance

Visitors to school, such as health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. The PSHE co-ordinator will ensure that their contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

The school has a PSHE Coordinator whose task it is to plan and monitor the PSHE provision ensuring continuity and progression, good use of resources and adequate time allocation. PSHE Coordinator is responsible for the preparation and implementation of PSHE provision, which includes SRE.

The PSHE Coordinator, with the link member of the Senior Leadership Team, monitors the learning, teaching and standards and evaluates the programme.

SRE usually 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.

Children with additional 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.

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:

- In the school website where this policy will be published.
- Parents may have access to a package of teaching materials used in sex education lessons by contacting the PSHE 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.

Links with other policies

- Strategic Equality Plan
- Child Protection and Safeguarding
- Behaviour Management and Anti Bullying
- ESDGC
- Curriculum
- Careers Education and Guidance

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 or carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents or carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the LA 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 they will follow these professional guidelines. In PSRE lessons, however, they must follow the same guidelines as teachers.