



Ysgol Penglais School

# Sex and Relationship Policy

Signed:   
(Chair of Governors on behalf of the governing body)

Date: 26 | 6 | 18

To be reviewed June 2019 (by the full governing body)



## **Rationale**

The school aims to ensure that all pupils have access to sex education as an integral part of the school curriculum. The Governors and Staff believe that Sex and Relationships Education (SRE) is an important part of their education and their aim is to ensure that each student is as well prepared as possible for the opportunities, responsibilities and experiences of adult life

It is compulsory for all maintained schools to teach some parts of SRE. These topics are statutory parts of the National Curriculum for Science which must be taught to all students of secondary age. There is also a separate requirement for secondary schools to teach about HIV and AIDS and sexually transmitted infections.

The school intends to teach about aspects of human sexual behavior as part of the sex education programme, at levels appropriate to the age and maturity of the pupils. It will also be prepared to answer questions from younger pupils on these topics.

The provision will take into account:

- the age, development and beliefs of the pupils;
- will form part of the structured and integrated syllabus of the Personal and Social Education and Health Education programmes and aspects of it will be taught in the syllabi of other subjects;
- will have consideration for moral issues and the value of family life.

## **Aims of SRE at Penglais**

**The delivery of SRE at Penglais aims to help learners:**

- develop positive attitudes and values that influence the way they behave
- develop the skills needed to make responsible and well-informed decisions about sexual health and well-being
- gain respect for themselves and others
- appreciate diversity within sexual orientation and celebrate difference
- build successful relationships
- appreciate the importance of stable and loving personal relationships
- understand the physical and emotional aspects of sex, sexuality and sexual health and well-being
- understand the consequences and risks of sexual activity
- recognise the benefits of delaying sexual activity
- understand the laws relating to sexual behavior
- know how to get appropriate advice on sexual health and well-being.
- understand the importance of a stable, secure and loving environment for family life.



## Links to other policies

Anti-bullying policy bullying (including procedures for dealing with homophobic bullying)  
Equality policy  
personal and social education (PSE)  
safe guarding/child protection policy

## Legal Aspects:

### **351 Education Act 1996**

General duties in respect of the curriculum

(1) The curriculum for a school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—

- (a) promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- (b) prepares students at the school for the opportunities, responsibilities and experiences of adult life.

With regard to SRE provision, under **section 403 of the Education Act 1996** the local education authority, governing body and head teacher shall take such steps as are reasonably practicable to:

- secure that where sex education is given to any registered students at a maintained school, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life.

Under **section 404 of the Education Act 1996** the governing body of all maintained schools are required to:

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

### **Exemption from sex education - Section 405 of the Education Act 1996**

Parents may request that their children be wholly or partly excused from receiving sex education, **except** where such education forms part of the National Curriculum. These topics have been identified in Appendix 1 by underlining. If an exemption is required this request should be made by writing to the Headteacher at the school.

### **Sexual Health and welfare Action Plan for Wales 2010-2015**

This above action plan renews the Welsh Assembly Government's commitment to improve the sexual health and wellbeing of the population, to narrow sexual health inequalities and to develop a society that supports open discussion about relationships, sex and sexuality.



## **Personal and Social Education**

**The PSE framework for 7 to 19 year old in Wales (2008) outlines that Learners should be given opportunities to:**

### **Key Stage 3**

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others and to understand:
  - the law relating to aspects of sexual behavior
  - about contraception, sexually transmitted infections and HIV within the context of relationships
  - the features of safe and potentially abusive relationships
  - the role of marriage, the importance of stable family relationships and the responsibilities of parents
  - the range of emotions they experience and how to develop strategies for coping with negative feelings
  - the benefits of accessing different sources of information, support and advice

### **Key Stage 4**

- accept personal responsibility for keeping the mind and body safe and healthy
- develop a responsible attitude towards personal relationships and to understand:
  - the range of sexual attitudes, relationships and behaviors in society
  - the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
  - the features of effective parenthood and the effect of loss and change in relationships
  - the factors that affect mental health and the ways in which emotional well-being can be fostered
  - the statutory and voluntary organisations which support health and emotional well-being
  - how to access professional health advice and personal support with confidence

### **Post-16**

- accept responsibility for all aspects of personal and social development and well-being
- act as positive role models for younger students and to understand:
  - how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long-term consequences of such decisions
  - the need to exercise responsibility for personal and group safety in social settings
  - the potential consequences of sexual activity for themselves and personal relationships
  - the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
  - the role of the state in promoting public health and emotional well-being.

## **The Management and Organisation of SRE**

1. Aspects of sex education will be taught as an integral part of the curriculum at Key Stages 3 and 4. In Years 12 and 13 SRE will be delivered through suspended PSHE days. The content of the SRE programme is detailed in Appendix 1.



2. A variety of approaches and resources will be used and by generating an atmosphere of trust, responsibility and respect, sensitive issues will be discussed and balanced arguments presented.
3. Human reproduction will be taught by teachers in the Science Faculty and teaching about contraception, sexually transmitted diseases (including HIV/AIDS) and sexual behavior will be carried out by RE and Science teachers and/or by members of the pastoral team who are suitably qualified and willing to do so.
4. On occasion health professionals and visitors from the community will be invited to talk to the pupils. These speakers will conform to the sex education policy of the school and arrangements will be made for the presence or intervention of teachers as appropriate.
5. Pupils with special educational needs, whose statement identifies the need for a more structured programme is necessary, will be taught either individually or in small groups by a named member of the SEN staff or named member of an outside agency. The programme should be agreed with the parent of the pupil and overseen by the SENCo.
6. When dealing with sensitive issues like contraception, STDs and abortion, teachers will offer balanced and factual information and acknowledge the major moral and ethical issues involved. The teacher will use professional judgement in deciding whether to answer pupil queries in the classroom or more privately.
7. The Year Leaders and Student Services Manager are mainly responsible for giving advice and guidance in relation to sexual behavior to individual pupils, if requested. If a pupil approaches the Year Leader or the Student Services Manager or another member of staff he/she should be encouraged to seek advice from parents or the relevant health professional. If the teacher believes that the pupil has in mind a course of action that is likely to put him/her at physical or moral risk or that is illegal, the teacher should urge the pupil to seek advice as above and should also inform the Headteacher. The Headteacher and other members of staff would be careful not to guarantee confidentiality in such circumstances but should make the pupil aware of the implications of his/her actions and impress on him/her the need for further advice.
8. Sometimes, during the teaching of unrelated topics, a discussion on one of the restricted topics might occur. Provided that the discussion is relatively limited and in the context of the other subject, it will not be considered part of the sex education programme.

### **Confidentiality**

No member of staff in school can promise confidentiality. This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy. This policy states clearly the protocol for dealing with any sensitive information including personal disclosures. Any disclosure must be dealt with in accordance with the school's Child Protection Policy.



## **Appendix 1**

### **The delivery of the SRE programme / The content of the SRE programme**

#### **KEY STAGE 3**

Human reproduction	Science
Physical education (re. puberty)	PSHE, Science, Nurse (menstruation)
Social development	Tutorial time
Relationships - friends - family	PSHE, Welsh, Modern Languages
Childbirth	Science
Child development	Science
<b><u>Contraception</u></b>	PSHE, Science, Geography (population)
Menopause/ageing	Science
<b><u>HIV/AIDS/Sexually transmitted diseases</u></b>	Tutorial time, Science

#### **KEY STAGE 4**

Human reproduction	Science
Relationships - friends - family	RE, Modern Languages / PSHE
Childbirth	Science
Child development	Science
<b><u>Contraception</u></b>	PSHE, Science, Geography (re. population)
Gender roles	Tutorial time, Modern Languages
Physiology of sex	Science
<b><u>Sexual orientation</u></b>	RE, Science
Menopause/ageing	Science, Welsh (ageing only)
<b><u>HIV/AIDS/Sexually transmitted diseases</u></b>	PSHE, Science, RE
<b><u>Abortion</u></b>	RE, Science
Sexual Harassment	PSHE

#### **YEARS 12 & 13**

Sexual reproduction and its physiology (Biology)
<b><u>Sexual orientation</u></b> (PSHE)
<b><u>Sexually transmitted diseases and contraception</u></b>
<b><u>Sexual Harassment -</u></b>