



Milford Haven School

Sex and Relationships Education

Policy

February 2018

Date adopted: 1st March 2019

Date to be reviewed: February 2021

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School Sex and Relationships Education Policy

1. Child Protection, Confidentiality, Controversial and Sensitive Issues **Teachers cannot offer unconditional confidentiality.**

Teachers are legally bound to inform the DSP/Headteacher or parents/carers of any safeguarding disclosure.

Child protection issues will always be considered, and referred to if necessary to the teacher responsible for Child Protection under the school's procedures.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse, the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.

The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. This information will be provided by the school based nurse.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student. Health Professionals are also bound by their own Child Protection procedures to inform CCATS of any child protection issues.

Introduction

This policy addresses legal requirements, national strategies and Welsh Assembly Government guidance:

- Education Act 1996
- Sexual Health and Wellbeing Action Plan, 2010 -2015
- Guidance on sex and relationships education (SRE) in schools Guidance Welsh Assembly Government Circular No: 019/2010
- The requirements of the Personal and social education framework for 7 to 19-year-olds.
- Science in the National Curriculum in Wales (ACCAC);
- Working together to safeguard children (National Assembly for Wales);
- In September 2010, the Welsh Government produced guidance for schools, '*Sex and relationships education in schools*'. This provided guidance on how schools should develop their sex education policy, plan and deliver their sex and relationships education and work in partnership with others. The guidance set out the legal requirements for teaching sex and relationships educations as:
 - Primary schools must provide sex education as contained within the National Curriculum in Wales, for example in the science subject order. However, there is no requirement for primary schools to provide sex education as part of the basic curriculum. It is for individual school governing bodies, in consultation with parents/carers, to determine how best to approach sex education, in accordance with learners' needs and the character and ethos of the school.



- In secondary schools, and other educational settings that cater for learners of secondary school age, for example pupil referral units (PRUs), the basic curriculum must include provision for sex education for all registered pupils.
- Special schools must also include provision for sex education for all registered pupils who are provided with secondary education at the school.

This policy also takes into account the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 became law (National Assembly for Wales, 2015). It is the first Act of its kind in the United Kingdom. The provisions of the Act are intended to ensure that there is a strategic focus across the public sector on preventing these issues, protecting victims and supporting those affected by such issues. All staff are undertaking the VAWDA National training and the whole school approach guidance will inform the development of SRE practice.

The policy also takes into account Welsh Government guidance for school governors to inform them of the issues surrounding violence against women, domestic abuse and sexual violence and the actions that they can take to make their schools safer (Welsh Government, 2016b). In 2016, the Welsh Government worked with the Children's Commissioner, NSPCC, Cardiff University, Welsh Women's aid and young people to produce 'AGENDA: A young people's guide to making positive relationships matter'.

This resource includes a range of activities for schools to use with young people and these are being introduced into the programmes being offered to young people.

The schools have arrangements in place to support pupils who have experienced domestic abuse or sexual violence and have formed valuable strategic partnerships with specialist agencies that provide appropriate support and advice for pupils.

In 2004, the Welsh Government adopted, 'Rights to Action', a policy document which translated the United Nations Convention on the Rights of the Child (UNCRC: A review of healthy relationships education, UNICEF UK, 1990) into seven core aims for children in Wales. These aims include that children and young people should have a comprehensive range of education and learning opportunities and enjoy the best possible health and freedom from abuse, victimisation and exploitation.

We aim to promote equality and diversity, so that children understand that they have and can exercise a right to be safe and build key issues into the curriculum proactively.

Our aim:

To play a central role in having a positive and sustained impact on children and young people's sexual health and well-being.

All learners will be offered high-quality sex and relationships education (SRE) as part of their personal and social development.

Links with other policies

The policy is cross-referenced to related policies which include:



Personal and social education (PSE)
Safeguarding/Child protection
Anti-bullying
Strategic Equality Plan

The Consultation Process in reviewing this policy will look to involve:

- Pupil focus groups / school council
- Questionnaires to parents / carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school based nurse, EDS
- Consultation with school governors

Rationale

What Is Sex and Relationship Education?

The School recognises that Sex and Relationships Education (SRE) forms part of the curriculum and that its delivery should be made in a manner that encourages the pupils of the school to have due regard for the importance of stable and loving personal relationships, respect, love, care, and the building of successful relationships with friendship groups and the wider community. SRE is also about gaining knowledge and awareness of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Objectives

Principles and Values

In addition, Milford Haven School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aim to support each individual as they grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.



- Recognise that the wider community has much to offer and we aim to work in partnership with agencies such as Hafan Cymru, health professionals, social care, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning about Healthy Relationships
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Our SRE policy is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value



themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to relationships.

5. Organisation and Content of Sex and Relationship Education

The revised National Curriculum in Wales and the PSE Framework give schools explicit opportunities for pupils to learn about sex and relationships. In particular the PSE Framework clearly identifies attitudes, values and skills, as well as a sound knowledge base, relevant to SRE. It is therefore the policy of the School to deliver Sex and Relationships Education in a cross-curricular manner:

- a. The biological facts of sexual reproduction are delivered as part of the National Curriculum programme of study in Science at Key Stage 3 and Key Stage 4.
- b. The ethical and moral issues relating to sexual activities are delivered within the Relationships topic of the Key Stage 4 Religious Studies Specification B.
- c. The PSE SoL covers particular aspects of Sex and Relationships:
 - Year 7 - Development of relationships
 - Year 8 - Changing relationships and dealing with change
 - Year 9 - Focus on sexual relationships/sexting
 - Year 10 - Safe behaviour
 - Year 11 - Sexual Consent and STI's

The PSE Programme and Science National Curriculum is taught in every year. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is



felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the PSE coordinator who will help with planning or delivery lessons if required.

6. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

7. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any SRE resources the school uses.

8. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSE Coordinator (HOY) to oversee and organise the monitoring and evaluation of PSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

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They are required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.