



POLICY DOCUMENT
for
Sex and Relationship Education

Headteacher: Mrs D Brill-Williams
Deputy Headteacher: Mrs T Evans Rickards
Assistant Head: Miss S Blackmore
Assistant Head: Mrs C Buck (ALN Service Lead)

Tel: 01495 357755

Email: schooladmin@penycwm.com

Ethos and Values of the School

Vision

To be recognised as outstanding in all that we do.

Mission

To empower and support individuals to be resilient and independent and to develop skills to reach their potential.

Core Values

We are a school defined by a commitment and ambition to be recognised and outstanding in all that we do. Our values are fundamental in ensuring that we achieve our vision and mission.

Introduction

Schools play a central role in having a positive and sustained impact on children and young peoples' sexual health and wellbeing. All learners in Pen-y-Cwm will be offered sex and relationship education (SRE) as part of their personal and social development.

Parents will be consulted and made aware of their right to withdraw their child from sex education. The curriculum for SRE is entirely in line with the Welsh Government guidance document *Sex and relationships education in schools Sept 2010*

Sex education ensures that we give our pupils information with an awareness of the moral code and values which underpin all our work at Pen-y-Cwm. Sex education is taught in the belief that:

Sex education is part of the wider social, personal, spiritual and moral education process

- Pupils should be taught to have respect for their own bodies
- Pupils should learn about their responsibilities to others
- Pupils need to know it is important to build positive relationships with others involving trust and respect
- Sex and Relationship education will be delivered in conjunction with appropriate outside agencies eg Learning Disability Nurse

Why teach sex and relationships education?

SRE helps learners to move with confidence from childhood through adolescence into adulthood.

There are clear opportunities to teach SRE within the curriculum. It is mainly delivered through the Personal and social education framework for 7 to 19-year-olds in Wales. Specifically, the outcomes of effective SRE are 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 behaviour
- know how to get appropriate advice on sexual health and well-being.

SRE programmes should enable learners to understand the importance of a stable, secure and loving environment for family life. When SRE is provided, schools must teach the nature of marriage and its importance to family life and the bringing up of children. In a diverse society, learners will come from a variety of backgrounds and the Welsh Government guidance recognises that there are committed and mutually supportive stable relationships outside of marriage. Teachers should be sensitive and respect differences, ensuring that there is no stigmatisation of children and young people based on their home circumstances.

Governing bodies have a key role, along with Head Teachers and relevant staff, in determining a sex education policy and monitoring the effectiveness of the SRE programme. Governing bodies just ensure that the school has an up-to-date written sex education policy that is reviewed regularly.

Governing bodies should consult with parents/carers and the wider community to ensure that the policy takes account of parents'/carers' wishes and meets the needs of the community the school serves.

Welsh Government guidance document states that:

Education about relationships for 3 to 7-year-olds should focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise and communicate their feelings
- form friendships and relationships.

SRE should help 7 to 11-year-olds to understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe.

Sex and relationship education in Pen-y-Cwm school will follow the person centred planning model and will be delivered sensitively to match stage and not necessarily age of pupils.

SRE in special schools

Schools providing education for learners with moderate and severe, profound and multiple learning needs should consider how best to meet the needs of all learners whose understanding of sexual health and well-being issues may not match their physical development.

Special schools in Wales must:

- have an up-to-date policy on sex education
- include, as part of the basic curriculum, sex education for all secondary age registered pupils.

All staff, including ancillary staff, physiotherapists, nurses and carers should be aware of the school's sex education policy when working with learners with additional learning needs.

Special schools should:

- provide a SRE programme as part of their PSE provision
- ensure that the needs of all learners are taken into account
- consider how to involve learners in meaningful discussions about the SRE programme
- address equally the emotional, physical and social aspects of SRE
- acknowledge and address the changes and uncertainties that young people experience regarding adolescence and their developing sexual identity
- provide meaningful opportunities for discussion about feelings, relationships and values
- set SRE within a broader context of developing self-esteem and responsibility for the consequences of one's actions
- describe how they will work closely with and involve parents/carers.

SRE provision should be a planned and integrated part of the curriculum, coordinated effectively to ensure continuity and progression in learning across key stages. Special schools should decide the precise content of the SRE programme and the strategies for learning adopted to meet the differing needs of learners. For example, for learners who use alternative methods of communication, such as signing, symbols and/or communication switches and aids, schools will need to ensure that all staff are familiar with key SRE terms in Signalong, the schools total communication philosophy.

High-quality teaching is a significant factor in ensuring that SRE programmes meet the needs of all learners. In the most effective practice in special schools, SRE is delivered by confident, trained teachers, enhanced by the involvement of community health professionals.

Teachers should plan appropriate SRE approaches in order to meet the individual needs of learners with profound and multiple learning needs. Learners may also require extra support in small groups and one-to-one sessions to reinforce SRE learning. Teaching about specific sexual health and well-being issues.

Learners and parents/carers may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE. Teachers, and all those contributing to SRE, should work within an agreed values framework as described in the sex education policy.

Contraception

Knowledge of the different types of contraception, access to and availability of contraception is a major part of the Welsh Assembly Government's strategy to reduce unintended teenage pregnancy. The PSE framework suggests that, during Key Stage 3, learners should be given opportunities to understand about contraception within the context of relationships. The focus should be on the benefits of delaying sexual activity.

Secondary school teaching staff involved in the delivery of the SRE programme should have access to training and up-to-date resources in order to give learners factually accurate information about different types of contraception, including emergency contraception, and their effectiveness.

There are strongly held views and beliefs about contraception and some schools may apply a particular religious ethos to this issue through their sex education policy. The religious convictions of learners and their parents/carers should be respected.

Area of Learning: Physical development

A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. Children should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Health, fitness and safety

Children should be given opportunities to:

- become aware of dangers and safety issues in their environment.
- Area of Learning: Creative development
- Creative movement activities should enable children to make progress in their ability to:
- explore and express a range of moods and feelings through a variety of movements.

Science in the national curriculum for Wales

Key Stage 2

Interdependence of organisms

Pupils should be given opportunities to study:

- the names, positions, functions and relative sizes of a human's main organs.

Key Stage 3

Interdependence of organisms

Pupils should be given opportunities to study:

- The basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes.

Personal and social education framework for 7 to 19-year-olds in Wales

Health and emotional well-being

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

Sex and relationships education should be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviours, parenthood and sensitive issues such as abortion need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. Learners should also know where and how to access personal information and support.

Key Stage 2

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others and to understand:
- the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.

Key Stage 3/4

Learners should be given opportunities to:

- 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 behaviour
- 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.

Post 16 will follow a specific plan and will be accredited for learning in SRE as appropriate.

Policy Review

The Policy statement will be reviewed in line with the programme of monitoring displayed in the School Development Plan.

This policy has been agreed by the Governing Body.

Headteacher _____

Date: September 2015

Chair of Governors _____

Date: September 2015

Reviewed September 2015

SEPTEMBER 2015