

**NEWBRIDGE SCHOOL  
YSGOL TRECELYN**



**SEX and RELATIONSHIPS  
EDUCATION (SRE) POLICY**

## **NEWBRIDGE SCHOOL – YSGOL TRECELYN**

### **SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY**

The policy is prepared in accordance with the Education Act 1996, the 2010 Sex Education Act and the National Assembly for Wales Welsh Circular No.11/02. It is a legal requirement that all schools in England and Wales must produce a school policy for Sex and Relationships Education.

Parents/ guardians have the right to withdraw their children from all or part of sex and relationships education except where this forms part of the National Curriculum. Parents / carers should inform the Headteacher in writing of this decision.

#### **Aims and Objectives of School Sex and Relationships Education**

**The aims of sex and relationships education at Newbridge School are:**

To support the personal, social, physical and emotional development of all pupils

To develop positive attitudes and values that influence the way they behave

To develop the skills needed to make responsible and well-informed decisions about sexual health and well-being

To gain respect for themselves and others, understanding the importance of stable loving relationships, respect, love and care

To enable pupils to consider the attitudes, values and skills which influence the way they behave and to make responsible and well informed decisions about their lives

To equip pupils with the appropriate skills to manage their relationships in a morally responsible and healthy manner, developing skills in personal relationships decision making and problem solving

To discuss sensitive issues in a broad and balanced way and pitched at the right level of pupils' needs and experiences

To appreciate diversity within sexual orientation and celebrate difference

To understand the physical and emotional aspects of sex, sexuality and sexual health and well-being

To understand the consequences and risks of sexual activity

To recognise the benefits of delaying sexual activity

To understand the laws relating to sexual behaviour

To know how to get appropriate advice on sexual health and well-being

Schools must teach the nature of marriage and its importance to family life and the bringing up of children.

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The Welsh Assembly Government 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.

### **The Organisation of SRE in school**

The curriculum must include provision for sex education for all registered pupils.

The Governing body determines and reviews the sex education policy and monitors the effectiveness of the programme.

Newbridge School provides appropriate sex and relationships education to all pupils in school that is in line with legislation in Section 403 of the Education Act 1996, the Sexual Health and Wellbeing Action Plan for Wales 2010-2015 and the National Assembly for Wales Circular 11/02 'Sex and Relationships Education in Schools', and takes into account the requirements of the PSE Framework for 7 to 19 year olds in Wales (2008).

It is recognised that effective SRE can improve well-being and reduce the number of teenage conceptions and rates of sexually transmitted infections (STIs) and HIV.

We provide:

- a clear values framework of mutual respect, rights, responsibilities, gender equality and respect for diversity
- a supportive learning environment in which open and non-judgemental discussion about relationships, sex, sexual health and well-being, and sexuality can occur with an emphasis on skills development and participatory teaching
- methods that promote communication and interpersonal skills
- an emphasis on skills development through teaching methods that promote communication and interpersonal skills
- the scope to present in a balanced way family life in all its different forms, including marriage, sexual behaviour, parenthood and sensitive issues such as abortion

The school SRE programme is run primarily through the school's PSE provision. It falls within the 'Health and emotional well-being' aspect. The team of teachers involved are given opportunities by the PSE co-ordinator to review and evaluate their work. Pupils are given opportunities to evaluate and provide feedback.

**Key Stage 3:** Pupils are given opportunities to:

- develop 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

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- 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:** Learners are given opportunities to:

- 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 behaviours in society
  - issues of contraception, HIV / AIDS, sexual orientation and abortion – these are presented in an objective and balanced way, with pupils encouraged to consider attitudes and values and the difference between fact, opinion and belief
- the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
- the value of family life, qualities and relationships between groups of people, emphasising respect, caring and support
- 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.

#### **Confidentiality and child protection related to SRE**

- The school does not promise any pupil confidentiality in the context of sex education.
- The school's child protection procedures operate in this context. Staff are expected to report to the child protection (safeguarding) officer any matter of concern raised by a pupil.
- However, pupils are informed of where they can obtain confidential advice, guidance counselling and treatment. Outside the teaching situation, health professionals can give one-to-one advice or information to a learner on a health-related matter including contraception and can exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment, including contraceptive treatment, using criteria based on the 'Fraser Guidelines' and 'Axon Guidelines'.
- The school is clear that where a secondary school teacher is approached by a learner who is sexually active or contemplating sexual activity, the teacher will encourage the learner, wherever possible, to talk to the parent / carer.
- The Progress Leader will take steps to ensure the learner has been counselled adequately and informed about contraception, including precise information about where young people can access sexual health services
- Child protection concerns will be addressed with the designated member of staff who has responsibility for child protection.

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### Developing Ground Rules

All teachers develop sensible ground rules for SRE sessions which include:

- everyone will be treated with respect
- any questions must be appropriate to the learning environment
- we (teacher or learner) will avoid sharing personal information
- we will all challenge prejudice consistently and we will all respect diversity
- we will use the proper words for sexual activity and body parts

Ground rules create boundaries and prevent inappropriate comments.

### Distancing techniques

Teachers protect learners' privacy by always depersonalising discussions. Personal experiences are not included in discussions. A safe environment for discussion and learning is created through appropriate materials such as case studies and appropriate DVD materials

### Teaching Pupils to Express Concerns

Learners are made aware of situations in when they must not hide their feelings. For example, when it is necessary to protect themselves from harm, or when another person is touching them in a way that makes them feel uncomfortable.

We ensure that learners know to talk to a trusted adult about any feelings that trouble them and have access to relevant helpline numbers, websites and organisations.

### Online safety

**We ensure pupils are aware of all aspects of personal safety through SRE,** including the risks of the online environment and what to do and to whom to go when feeling unsafe. Pupils have access to a range of relevant helpline numbers, websites and organisations.

### Working with outside agencies

The school works with outside agencies through the PSE programme to provide factual information about topics and learn skills such as decision making, negotiation and refusal.

### Information to Parents / Carers

Through the school prospectus, parents / carers are made aware of:

- the involvement of health professionals in the SRE programme
- their right to withdraw their child from the school's SRE programme, informing the school in writing of this decision

The SRE policy is made available to parents on request and the PSE co-ordinator can provide support and clarity for parents and carers as required.

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### **Monitoring, Evaluation and Review**

- PSE is monitored through the Governing Body wellbeing and provision committees and senior team line management meetings
- Lessons are monitored and evaluated through the school's lesson observation procedures
- The PSE co-ordinator monitors and reviews effectiveness through periodic questionnaires for staff and pupils. This information is used to improve provision and delivery as necessary.
- Monitoring is through a senior member of staff who line manages PSE

### **Links with other policies**

This policy links to:

- Equality Policy
- Child Protection Policy