SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

NAME OF SCHOOL: Darland Secondary School

DATE OF POLICY: July 2007 (Updated January 2011)

The Headmaster and the Governors of the school are responsible for the implementation of the following policy on Sex and Relationships Education as required by the 1996 Education Act, taking note of the Governments guidelines as set out in the 2002 National Assembly for Wales circular 11/02 on Sex and Relationships Education, the PSE framework for 7-19 year olds.

NAME OF P.S.E CO-ORDINATOR: Mrs Gaynor Jess.

LINKS WITH OTHER POLICIES:
This policy is linked with that of Personal and Social Education, which provides the lesson time and programme of study for SRE . It must also be read in conjunction with the Equal Opportunities Policy and the Child Protection Policy.

PROCESS

The individuals involved in the formulation of this policy were the Headteacher, the school Governors, the school nurse and the school P.S.E. co-ordinator. In addition, the Health and Wellbeing manager for Wrexham CBC was consulted as were student representatives from the School Council.

AIMS AND PURPOSE OF A SEX AND RELATIONSHIPS EDUCATION POLICY

The aims of Sex and Relationships Education at Darland High School are to:

- Know how the reproductive organs work.
- Develop pupils understanding and awareness of their bodies.
- Encourage a positive and balanced perception of sexuality.
- Equip young people to be age appropriately personally and socially effective within the sexual aspect of their lives.
- Develop self-esteem and personal responsibility so that as they mature, they will have the necessary skills and attitudes to help them experience loving and fulfilling personal and sexual relationships.
- Prepare young people to view their relationships in a responsible and healthy manner within a framework of values.
- Enable them to recognise and respond to unacceptable behaviour by adults and other children by teaching refusal skills.
- Foster an understanding and respect towards members of the community whose perspectives on sex and sexuality are different from their own.
- Help young people to recognise physical, emotional and moral implications of their behaviour and how to keep themselves safe.
- Equip young people with information on how to access support.

MORAL AND VALUES FRAMEWORK

- The school recognises that there is not one definite moral framework which is relevant to all cultural and religious perspectives.
- Teachers at our school will be informed about different cultural or religious beliefs and protocol about sexuality and relationships.
- The school will liaise with representatives from different cultural or religious groups within the community when planning our Sex and Relationships Education Policy.
- There will be flexibility of delivery of Sex and Relationships Education to accommodate the diversity of need within the school community.

ENVIRONMENT AND ETHOS OF THE SCHOOL

Personal and Social Education is all that our school undertakes to promote the personal and social development of our pupils. In addition to planned learning experiences, there are opportunities to explore attitudes and values, develop life skills and increase knowledge and understanding of a variety of personal and social issues in every area of school life. The school environment and ethos supports this element of learning.

ORGANISATION AND DELIVERY

The person who is responsible for organising and delivering the Sex and Relationships Education Programme at our school is Mrs Gaynor Jess (P.S.E. Co-ordinator). The member of the SLT with oversight of SRE is Mr Peter Agnew, Headteacher.

The school aims to provide a well co-ordinated programme of sex and relationships education lessons taught by members of staff who will be trained in the delivery of sex education. This will be supplemented by cross-curricular inputs, particularly through the P.S.E Curriculum, by outside speakers, health days, peer educators and the school nurse.

Training needs of staff is regularly reviewed, needs identified and within budgetary constraints, these needs are met. All outside speakers are vetted and approved by the Governing Body and are expected to work within school guidelines.

Classroom arrangements for delivery of sex and relationship education lessons will be on a form class basis with mixed sex groups. Occasionally there may be a need for single sex lessons. Our school considers its Sex and Relationships Education Programme supports pupils through their physical, emotional, moral and spiritual development and helps them to make responsible and well informed decisions about their lives. It is complementary and supportive to the role of parents, carers and guardians and they are given the opportunity to comment and discuss the education programmes with the school on a regular basis.

Teachers should be able to deal sensitively with the issues covered in Sex and Relationships Education. Many of the issues to be discussed are controversial, in that the class may contain a wide range of attitudes and opinions reflecting the spectrum of attitudes in our society.

Whilst open and honest debate can help pupils develop some of the key skills in P.S.E., it needs to be handled with extreme caution in Sex and Relationships Education where issues such as:

Marriage, termination of pregnancy, same sex relationships, HIV and many others, may impact directly on the lives of individual pupils, their family and/or friends. It is important to remember that teaching staff will often be unaware of the particular issues, which impact on pupils' lives.

The following principles are recommended when dealing with sensitive issues in order to ensure a safe environment for teacher and pupils:

- The personal beliefs of teachers should not influence the teaching of Sex and Relationships Education.
- Teachers should set clear ground rules/agreements and the class should be encouraged to respect the views and lifestyles of others. They should not express views or use language which could be offensive.
- If a pupil breaks the ground rules, the teacher should intervene and remind the individual of the agreement.
- The teacher should set clear parameters for any discussion and avoid creating a debate which allows pupils' views to become polarised.
- The teacher should always avoid using groups or individuals as spokespeople.
- Appropriate support should be given to any teacher experiencing difficulty in the delivery of any aspect of Sex and Relationships Education

- If a pupil wishes to opt out of a particular session because of personal circumstances, the school should support their decision.
- Disclosures should be dealt with according to the school policy.

At Darland High School, Sex and Relationships Education is delivered in the following ways:

- Planned Sex and Relationships Education within P.S.E sessions.
- Planned teaching sessions within National Curriculum Science and R.E.
- Interactive and experiential approaches which promote discussion and reflection during Health Days.
- Peer Education sessions in P.S.E and during Health Days.
- Links with and involvement with the community.
- Health Education sessions with our school nurse.
- Using Pastoral support.
- Valuing and respecting pupils to promote relationships.
- Building self-esteem.
- Providing information i.e. posters and leaflets on local services which can provide support.
- Having a school based drop in centre run by our school nurse.
- Having an Info Outreach service at our school.

The topics and time allocation for teaching SRE through the PSE curriculum is as follows:
Year 7:
Year 8:
Year 9:
Year 10:
Year 11:

CONFIDENTIALITY

Teachers cannot offer confidentiality unconditionally if pupils disclose that they are being abused or if teachers believe that they are at risk of being abused then they must follow the school child protection procedures.

Pupils/parents/carers will be informed of the boundaries regarding confidentiality in Sex and Relationships Education. The boundaries will be explained when class agreements are drawn up. Pupils will be reminded that disclosures of a personal nature should be made in a more appropriate setting. Sharing information of a personal nature in the classroom will be discouraged. Distancing techniques such as case studies, problem pages, letters and role play will be used to promote discussion of 'real' issues.

Pupils will be informed of sources of confidentiality e.g. the school nurse, the Info Shop, The GUM Clinic, their GP and help line numbers.

Representatives from these groups will be invited to participate in our school Health Days.

EQUAL OPPORTUNITIES

At Darland Secondary School, in line with our Equal Opportunities/Race Policy,
young people will be given the opportunity to question prejudice and intolerance and be sensitive to the needs of all others regardless of ability, age, appearance, colour, culture, disability, ethnic heritage, gender, home circumstance, HIV status, language, nationality, race, religion, size or sexual orientation.

Under this umbrella, children/young people at our school learn to value and respect their own beliefs about sexuality and relationships and those of others.

All visiting speakers will be made aware of our schools Equal Opportunities/Racial Awareness Policy and will be asked, before participating in Sex and Relationships Education Programmes, to respect and adhere to that policy.

RESOURCES

The resources that our school uses in sex and relationship education will be checked on a regular basis to ensure that:

- They give updated information.
- They give a balanced view and do not give a biased approach.
- The language used is appropriate to age, aptitude and background.
- The contents will not cause offence to any young people.
- Language needs are respected and where possible in the first language.
- The materials are sensitive to the diversity of needs for all the young people.

MONITORING AND EVALUATION

Monitoring of this policy will be the responsibility of the school Governing Body. As a part of the monitoring process, the P.S.E Co-ordinator will encourage the involvement of pupils, staff, parents and governors. This policy will be made publically available to parents on the website or in paper form on request. It shall be reviewed every two years.

Parents have the right to withdraw their children from all aspects of Sex and Relationships Education, apart from those parts included in the Statutory National Curriculum

The Headteacher and Governors at Darland High School acknowledges that there may be occasions when unrelated topics may lead to discussions about sex and relationships. There may be times when pupils question staff about sensitive issues and when they require advice. The Headteacher and Governors fully support teachers and other professionals, who when contributing to the Sex and Relationships Education Programme, use their professional judgement, common sense and discretion to respond to such issues within the boundaries set by this policy. The school makes appropriate links with feeder primary schools to ensure continuity and effectiveness of provision.

This policy meets the statutory requirements and recommendations as outlined in the following Welsh Assembly Government Documentation.

Sex and Relationship Education in Schools – Circular Number 11/02
17 July 2002.
Personal and Social Education and Work Related Education in the Basic Curriculum – Circular Number 13/03 15 July 2003.
Personal and Social Education Framework – ACCAC 2000.
National Curriculum Documents.
R.E. in the basic curriculum.