

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

NAME OF SCHOOL: Darland High School

DATE OF POLICY: February 2023

The Headteacher 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 Welsh Assembly Government Circular No: 019/2010 on Sex and Relationships Education, the PSE framework for 7-19 year olds and the latest Welsh Government guidance relating to the new Curriculum for Wales.

NAME OF P.S.E CO-ORDINATOR: Mrs Lisa Easton

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 Equalities 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 learner 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 learners understanding and awareness of their bodies.
- Encourage a positive and balanced perception of sexuality.
- Equip young people to be age appropriate, 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.

- There will be flexibility of delivery of Sex and Relationships Education to accommodate the diversity of need within the school community.

RIGHT TO WITHDRAW

RSE is a mandatory requirement in the New Curriculum for Wales for all learners. It is specified within the RSE Code that there is no right to withdraw learners from any part of RSE. However, as the new curriculum is phased in, some learners may still be withdrawn from RSE pending the roll out of the new curriculum.

To ensure we are in alignment with the mandatory status of RSE for our learners, from September:

- 2023: RSE will be mandatory for Year 7 and 8 learners
- 2024: RSE will be mandatory for Year 7, 8 and 9 learners
- 2025: RSE will be mandatory for Year 7, 8, 9 and 10 learners
- 2026: RSE will be mandatory for all learners.

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 learners. 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 the Assistant Headteacher i/c Pupil progress and Wellbeing. The member of the SLT with oversight of SRE is, the 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 by outside speakers, health days and the school nurse.

All outside speakers are vetted and approved by the relevant 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 learners 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 learners 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, different types of sexual relationships, HIV and many others, may impact directly on the lives of individual learners, their family and/or friends. It is important to remember that teaching staff will often be unaware of the particular issues, which impact on learners' lives.

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

- 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 learner 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 learners' 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 learner wishes to opt out of a particular session because of personal circumstances, the school may support their decision

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

- Planned teaching sessions within National Curriculum Science and R.E.
- Interactive and experiential approaches which promote discussion and reflection during Health Days.
- Links with and involvement with the community.
- Health Education sessions with our school nurse.
- Using Pastoral support.
- Valuing and respecting learners 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.

Within the new Curriculum for Wales framework delivery is intended to be cross-curricular, across all six Areas of Learning and Experience as appropriate.

The mandatory content of the RSE Code is set within three broad and interlinked learning strands, namely:

1. Relationships and identity - this strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

2. Sexual health and well-being - this strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

3. Empowerment, safety and respect - this strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

The themes which are interlinked into the three learning strands are:

- **Relationships** - Learners will develop an understanding of how different types of safe, consensual, healthy and fulfilling relationships can be formed and maintained.
- **Rights and equity** - Learners will develop an understanding of how rights related to sex, gender, sexuality and relationships contribute to the freedom, equity, dignity, well-being and safety of all people.
- **Sex, gender and sexuality** - Learners will develop an understanding of how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.
- **Bodies and body image** - Learners will develop an understanding of the human body and how it changes over time, including people's feelings about their bodies, and their sexual and reproductive capacities and functions.
- **Sexual health and well-being** - Learners will develop an understanding of the positive role of sexuality in human life and a gradual awareness of personal sexual health and well-being.
- **Violence, safety and support** - Learners will develop an understanding of the social, emotional, physical and legal nature and impact of gender-based and sexual violence, including online.

Welsh Government, Curriculum for Wales Guidance 2020

CONFIDENTIALITY

Teachers cannot offer confidentiality unconditionally if learners 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.

Learners/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. Learners 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. Learners will be informed of sources of confidentiality e.g. the school nurse, the Info Shop, The GUM Clinic, their GP and helpline 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. Checks will be made on the training of providers

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 Assistant Headteacher i/c Pupil Progress and Wellbeing will encourage the involvement of learners, 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.

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 learners 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:

- Curriculum for Wales Guidance
- The Curriculum for Wales – RSE Code, 2022
- Keeping Learners Safe
- Curriculum and Assessment (Wales) Act 2021