



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## GREENFIELD SCHOOL

### SEX AND RELATIONSHIPS POLICY

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**' Opening Doors To The Future '**  
**' Agor drysau i'r dyfodol'**

**Original Completion Date**

April 2015

**Author**

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## MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....

Head teacher

Signed: ..... Date: .....

Chair of Governors

**Review Date**

**Author**

R Faulkner

1/9/16

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

1. At Greenfield school we are committed to the health, safety and wellbeing of the whole school community. The school actively promotes and encourages healthy lifestyles through implementing a whole school community approach to Sex and Relationships education. This policy form part of the schools commitment to PSE education and demonstrates our commitment as a healthy school.

### 1.1 Process

- The policy and scheme of work were formulated in line with the Education Act (1998), Sex and Relationships education in Schools Guidance Circular No. 019/2010 (2010), Framework for Children’s learning for 3 – 7 years old in Wales (2008), Personal and Social Education Framework for 7 – 19 year olds in Wales (2008), Sexual Health and Wellbeing Action Plan for Wales 2010 – 2015.
- The PSE/SRE co-ordinator, school nurse, healthy schools co-ordinator, school council, senior management team, teachers and governors were consulted on the formulation of the current policy.

### 1.2 Other policies

All providers of SRE at Greenfield School are made aware of the school’s policies regarding:

- PSE
- Confidentiality
- Safeguarding/ Child protection
- Anti-bullying (Including procedures for dealing with homophobic bullying)
- Substance Misuse
- Equality and diversity
- Religious Education
- School Council
- Curriculum Policy
- Safety

(And any other relevant policies)

## 2. Rationale

Each pupil at Greenfield School is entitled to receive a broad and balanced curriculum which:

1. Provides opportunities for all to learn and achieve;
2. Promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.

SRE at Greenfield School will be taught within the context of the Foundation Phase and the PSE Framework for Wales and the specific objectives at the school.

‘Help and support pupils through their physical, emotional and social development’ (WAG Circular No. 019/2010)

The governors and staff of Greenfield School believe that SRE is essential if young people are to make sensible and well informed decisions about their lives and we also endorse that:

'SRE should enable learners to understand the importance of a stable, secure and loving environment for family life and 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 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. (WAG Circular No. 019/2010)

### **3. Aims**

The governors and staff of Greenfield School are fully committed to the objectives of SRE outlined above. The broad aims of SRE should be to support Pupils to:

#### **Foundation Phase**

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

And to understand the:

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

#### **Aims within Key Stage 3 and Key Stage 4**

- develop confidence and respect towards themselves and their relationships with others
- understand the importance of stable, secure and loving relationships
- develop a responsible attitude to sexual relationships
- understand the laws relating to sexual behaviour
- acknowledge the consequences and risks of sexual activity, including unplanned pregnancy and sexually transmitted infections (STIs)
- understand the links with other risk-taking behaviours, including the potential risks of online social networking
- recognise cultural and social influences and resist unwanted pressure
- negotiate their emerging sexual identity with confidence
- know about the methods and availability of contraception and the prevention of STIs
- understand the responsibilities of being a parent
- know how to get consistent, appropriate information on sexual health and well-being from a range of agencies

### **3.2 Outcomes**

The expected outcomes for pupils in Greenfield School, having received SRE, are that:

1. when developing sexually, children and young people will understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships
2. Children and young people will be able to explore their feelings, develop self-awareness, self-respect and self-esteem.

**Identified through the foundation phase documentation**

3. how to take care of themselves, their personal hygiene and safety
4. gain awareness that all individuals are of equal value and learn to acknowledge, respect and value individual and cultural similarities and differences.
5. learn to value the right of individuals to their own lifestyle and beliefs.
6. to develop the children's confidence, assertiveness, sensitivity and develop empathy to the needs of other.
7. to develop the ability to challenge stereotypes, prejudice and discrimination related to culture, gender or disability.

#### **4. Management and Organisation of SRE**

##### **4.1 Role of the governing body**

The role of the governing body of Greenfield School is to:

- determine a SRE policy
- ensure that the school has an up-to-date written SRE policy that is reviewed annually.
- consult with parents/carers and the wider community

##### **4.2 Role of the head teacher and senior leaders**

The role of the head teacher and senior management team is to:

- co-ordinate the formulation of the school's SRE policy by involving all those relevant
- inform all staff and adults involved with the delivery of SRE within the school of the contents of the policy and its implications to them as providers

- assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs
- review the policy and make appropriate changes and amendments at least every three years

#### **4.3 Role of the SRE/PSE co-ordinator**

The SRE/PSE co-ordinator will be responsible for:

- formulating a programme of study and liaising with colleagues to ensure provision across the whole of the school
- have clear parameters on what learners should be taught.
- Monitor and evaluate the provision delivered through school and the suitability of resources.
- liaise and make appropriate links between Key Stage teachers to support transition whilst ensuring the continuity and development from KS2
- liaise with representatives of KS3, 4 and post 16 to ensure appropriate coverage, continuity and progression
- monitor and evaluate the scheme of work and the suitability of resources
- liaise with outside agencies and co-ordinate their involvement with the SRE programme
- consult with learners re: provision
- support professional development

#### **4.4 Links with external agencies and health professionals**

Delivery of SRE is not the sole responsibility of the school. Therefore, the school recognises the value of involving appropriate outside agencies and visiting speakers within the SRE programme. Input from outside agencies will be sought to compliment not substitute or replace the schools delivery of SRE. External providers such as the School Nurse and Pc. Rogers are invited to look at the policy and their thoughts and professional expertise sort in the successful development of this policy.

In Greenfields School we work cooperatively with a range of external agencies and health professionals in order to deliver a well structured and effective SRE programme which include; The School Beat Police liaison officer, The School Nurse, Hafan Cymru, SAP Leaders, School councillor and Drama Therapist. These professionals support the curriculum with their new perspective and offer specialised knowledge, experience and resources in the specific topics and should only be invited as part of a planned programme.

Teachers will inform and prepare pupils for the visit of an outside agency/visiting speaker and allow them time to prepare questions prior to this. In addition, teachers will remain in the classroom at all times, as they are responsible for the pupils and pupil management. All sessions that are delivered by any professional other than the school staff must be incorporated into the planning, staff must be aware of and confident in the contents of the lesson and it must be agreed by the subject leader and SMT. All external professionals must be made aware of the differentiation required in order to deliver a successful curriculum prior to input.

Should the school be approached by unknown outside agencies or individuals then advice regarding suitability will be sought.

## Delivery of the SRE curriculum

Within the junior school areas of SRE must be delivered at a level appropriate to the need of the individual pupils. It is believed that as one of the most significant people in our younger pupil's life and the one in the best position to build a trusting relationship with the child, the class teacher would be considered the most appropriate person to provide such a learning environment. This is not saying that others cannot support the class teacher. In the senior department sex education should be delivered by every class teacher as part of the PSE programme, building on strong curriculum links through RE and science (and the involvement of the School Nurse, as appropriate). More specific lessons with regards to the SRE will be completed by the School Nurse, PSE Or SRE Co-ordinator. Pupils' questions should be answered sensitively without reflecting personal prejudices which the teacher may have. The child's religious and cultural background should be considered as they may have a bearing on the discussion of sexual issues. The environment in which sex education takes place is of at least equal importance to the content of any sex education.

There is no specific fixed amount of time within the curriculum that should be given solely to the delivery of SRE however it is evident through all Welsh assembly documentation that the coverage is statutory though only specifically to those of secondary school age. 1.17 of the WAG ***Sex and relationships education in schools*** states 'special schools must include provision for sex education for all registered pupils who are provided with secondary education at the school.'

## 5. Content of the SRE programme

### 6.1

The following tables provide a breakdown of what pupils should be given the opportunity to understand and learn during the Foundation phase and at each key stage with regard to SRE.

#### Foundation Phase:

#### Personal and Social Development, Well-being and cultural Diversity

Personal development	Social development
Become independent in their personal hygiene needs and to be more aware of personal safety	Form relationships and feel confident to play and work cooperatively
Express and communicate different feelings and emotions – their own and those of others	Value friends and families and show care and consideration
	Appreciate what makes a good friend
Moral and spiritual development	Well-being
Communicate about what is good and bad,	Be aware of their own feelings and develop



right and wrong, fair and unfair, caring and inconsiderate	the ability to express them in an appropriate way
	Understand the relationship between feelings and actions and that other people have feelings

### Knowledge and Understanding of the World

<b>Myself and other living things</b>
Learn the names and uses of the main external parts of the human body and plants.
Identify the similarities and differences between themselves and other children

### Key stage 2:

<b>PSE framework SRE</b>	<b>Science SRE</b>
The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth	The names, positions, functions and relative sizes of a human's main organs
The range of their own and other's feelings and emotions	
How to distinguish between appropriate and inappropriate touching	
The importance of personal safety	
What to do or to whom to go when feeling unsafe	

### Key stage 3

PSE framework SRE	Science SRE
The law relating to aspects of sexual behaviour	The basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes
Contraception, sexually transmitted infections and HIV within the context of relationships	
The features of safe and potentially abusive relationships ( supported by Pc. Rogers, Hafan Cymru and School Nurse)	
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

PSE framework SRE	Edexcel Accredited courses
The range of sexual attitudes, relationships and behaviours in society	Edexcel Entry 1 personal progress
The importance of sexual health and the risks involved in sexual activity including potential sexual exploitation	To incorporate all of the pse framework.
The features of effective parenthood and the effect of loss and change in relationships	<ul style="list-style-type: none"> <li>• ESW (Essential Skills Wales)</li> <li>• E2 (Entry 2 ) Communication</li> <li>• L1 (Level 1) Communication</li> <li>• Agored (Entry 3) Understanding Sex &amp; Relationships</li> <li>• Agored (Level 1) Understanding sex &amp; Relationships.</li> </ul>
The statutory and voluntary organisations which support health and emotional well-being	
How to access professional health advice	

and personal support with confidence	
The factors that affect mental health and the ways in which emotional well-being can be fostered	

**Post 16**

<b>PSE framework SRE</b>	<b>IPC Curriculum</b>
How to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long-term consequences of such decisions	All about me  Growing Up  Entry Level personal progress
The need to exercise responsibility for personal and group safety in social settings	
The potential consequences of sexual activity for themselves and personal relationships	
The life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations	
The role the state in promoting public health and emotional well-being	

**6.2 Resources**

The resources used in Greenfield School include:

- SENSE interactive CD: Growing up and Keeping Safe for Key Stage 2
- SENSE interactive CD: Making sense of Sex and Relationships for Key Stages 3 & 4
- FPA leaflets
- Floor mat
- NSPCC Pants handout
- IPC Curriculum- growing up 9-12 years
- Agored Cymru work book
- JIWSI
- Condom Card Scheme
- Gary Mesabof lesson plan resource book for ASD
- Flo Longhorn Resources

Any further new resources will be carefully reviewed by the SRE/PSE

Co-ordinator and the senior management team prior to use with pupils

## **7. Specific sexual health issues**

At Greenfield School personal beliefs and attitudes of teachers will not influence the teaching of SRE.

### **7.1 Language used**

We will aim to ensure that appropriate consistent language is used by teachers and health professionals contributing to the SRE programme and learners are encouraged to use the same terms during lessons. Once again it is important that those delivering the sessions understand the varying needs of the pupils and resources that may require gathering prior to the sessions to support the pupils level of understanding and communication. BSL, symbols, social stories and communication aids are available to support those who require them

### **7.2 Dealing with questions**

When teachers are dealing with questions about sex and relationships (which maybe of sensitive nature) they will use their professional judgement in providing answers which are appropriate to the age and maturity of the pupil or of other pupils who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers if the child is willing, or check with them that the issue has been dealt with.

### **7.3 Specific topics**

Within the foundation phase and KS2 the following issues will be dealt with:

- **Names for parts of the body**

As primary aged pupils are expected to learn the names and uses of the main parts of the human body, it is helpful to clarify the appropriate language that is used in the delivery of the SRE programme. It is encouraged that biological terms will be used; family names will not be used, in order to avoid confusion.

- **Appropriate and inappropriate touching**

An important aspect of SRE is learning about what is acceptable behaviour in different situations. The PSE framework suggests that during Key Stage 2, learners should be given opportunities to understand how to distinguish between appropriate and inappropriate touching. The reasons for this are to reduce children's vulnerability and abuse and to ensure that they themselves do not act in an abusive way. Schools should ensure that pupils:

- Know to talk to a trusted adult about any feelings that trouble them
- Have access to relevant helpline numbers, websites and organisations.

The following issues will be dealt with at Foundation, KS2, KS3 & 4:

- **Puberty**

Boys and girls need to be prepared for puberty so that they have the knowledge and confidence to manage the physical and emotional changes. All children need to know about puberty before they experience the onset of physical and emotional changes.

- **Menstruation**

Both boys and girls should learn about menstruation with sensitive and adequate arrangements being made available to help girls cope with menstruation (sanitary protection and suitable disposal facilities).

- **Online safety**

As online social networking opportunities increase, children and young people need to know how to use the internet and mobile technology safely and responsibly. Specifically, pupils need to be aware of:

- the potential risks of the online environment
- what to do and to whom to go when feeling unsafe

The following issues will be covered only within KS3, KS4 (14-19 provision):

- **Contraception**

Effective SRE in Secondary schools has an important role to play in reducing teenage pregnancies. SRE combined with access to services can increase contraceptive use and reduce teenage pregnancy. Pupils will be given full information about different types of contraception, including emergency contraception, and their effectiveness through activities and discussion with the School Nurse. These sessions will be taught as part of the curriculum but can be repeated or developed further as and when required. Additional guidance will be given on how to obtain confidential advice, counselling and, where necessary treatment. A balance should be struck between observing the law and the need for sensitive counselling and treatment.

- **Abortion / Termination**

The SRE programme should enable pupils to know and understand abortion, appreciate the validity of opposing views, and develop the communication skills to discuss it with parents and health professionals. The religious convictions of pupils and their parents should be respected.

- **Safe sex and STIs including HIV/AIDS**

Pupils will be given factual information and knowledge about safer sex (the use of condoms) and STIs including HIV/AIDS which will enable them to become effective users of services that help prevent/treat STIs and HIV/AIDS, understand risky behaviour and develop assertiveness skills for negotiating relationships and avoiding being pressured into unwanted or unprotected sex (this should link with issues of peer pressure and other risk taking behaviour such as substance misuse and alcohol).

- **Sexual Orientation**

Pupils are encouraged to develop an understanding and respect for others regardless of their developing sexual orientation. They should be encouraged to respect and recognise diversity and differences in human life. Teachers will:

- deal with matters of sexual identity or sexual orientation honestly, sensitively and in a non-discriminatory way
- answer appropriate questions and provide factual information

Greenfield School will also offer support and guidance to all pupils, particularly lesbian, gay, bisexual and transgender pupils who feel uncertain about expressing their sexuality. Specialist support can be given or sort regarding any of the above topics if required. If you wish to have support in the delivery of any of the above, please speak with your SRE Co-ordinator, PSD Co-ordinator or Senior management team.

If questions arise about other areas outside the curriculum then the school will inform the parents/carers so that they can deal adequately with the child's queries.

## **8. Confidentiality and Child Protection**

Teachers and pupils will be informed that some information cannot remain in confidence and this is always the case where to keep confidentiality may risk harm to the pupil or another person. Where a pupil discloses anything which may have a bearing on abuse of a sexual or any other nature, the school's Child Protection procedure must be followed. This will necessarily mean telling other adults. Teachers need to make this clear to pupils in a sensitive way. The simple rule is: never promise confidentiality. (Please refer to school Child Protection Policy)

Where child protection is not an issue but information needs to be passed on for the pupil's own good, the teacher concerned will discuss with the pupil first who to tell and what might happen as a result. Wherever possible, pupils will be encouraged to seek help first from their parents.

All teachers should be reminded that they have a duty to follow the All Wales Child Protection Procedures / Greenfield School child protection policy protocol if there is suspicion that child or young person may have suffered or be at risk of suffering significant harm.

## **9. Working with parents/guardians/carers**

Parents have an important influence and role to play in terms of delivering messages about sex and relationships. Parents are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. As a result, the school sees SRE as a shared responsibility and seeks to keep parents informed about the policy, programme of study and resources. The school welcomes any comments from parents that are aimed at improving the school's provision in this area.

### **9.1 Parental right to withdraw**

Parents/carers have the right to withdraw their child from SRE lessons. The school must be informed in writing by the parents/carers, if they wish to exercise this right.

N.B. aspects of SRE appear in the National Curriculum Science orders at

KS3 & 4. Parents cannot withdraw their children from these areas of the curriculum.

## **10. Monitoring and Evaluation**

### **10.1 Policy**

Implementation of this policy will be monitored by the Head teacher and members of the governing body and should be reviewed and up-dated on a regular basis (at least every three years). When the policy is reviewed pupils, parents, staff, governors, health professionals and other outside agencies will be consulted.

### **11. Arrangements for reviewing the policy.**

The policy was agreed by staff/governors on

The policy will be reviewed annually.

Signed \_\_\_\_\_ SRE Coordinator

Signed \_\_\_\_\_ Chair of Governors