

1. Introduction

Elfed High school plays a central role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners in Elfed High School will receive high-quality sex and relationships education (SRE) as part of their personal and social development.

The Welsh Assembly Government's Seven Core Aims for Children and Young People summarise the United Nations Convention on the Rights of the Child (UNCRC) 2004. 'The Core Aims describe the entitlement of children and young people to access educational and health services, and address their right to be listened to and to participate in the decisions that affect them.'

'Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being'.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Legal Context

This policy meets the legal requirement for all Governing Bodies of maintained schools to keep an up to date, written statement with regard to the provision of Sex Education.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Definition of Sex and Relationships Education (SRE)

'Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing'.

The Family Planning Association (FPA) www.fpadirect@fpa.org.uk

2. Aim

Sex and Relationships Education at Elfed High School aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

3. Objectives

The school will support pupils to:

- 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.

4. Environment and Ethos of the School

The school's environment and ethos support the pupils' personal development in the following areas:

- Planned Sex and Relationships Education within PSE with a clear purpose to each input.
- Planned teaching of relevant knowledge and understanding, skills, values and attitudes within National Curriculum subjects and RE.
- Teaching and learning strategies which use interactive and experiential approaches that are relevant and suitable to the needs and aptitudes of pupils and which offer ample time for discussion and reflection.

- Valuing pupils and promoting positive relationships and self-esteem.
- Effective coordination and staff training and support.
- Opportunities in school for pupils to participate in decision making.
- Positive behavioural approaches.

5. Curriculum

Sex and Relationships Education (SRE) will be taught within the Personal and Social Education (PSE) Framework for 7 to 19-year-olds as a basis for provision and the Science Curriculum subject order.

Key Stage 3

Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)	Science in the national curriculum for Wales (2008)
<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy • Develop positive attitudes towards themselves and others <p>And to understand:</p>	<p><u>Independence of organisms</u></p> <p>Pupils should be given opportunities to study:</p> <ul style="list-style-type: none"> • The basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes
<ul style="list-style-type: none"> • the law relating to aspects of sexual behaviour 	
<ul style="list-style-type: none"> • contraception, sexually transmitted infections and HIV within the context of relationships 	
<ul style="list-style-type: none"> • the features of safe and potentially abusive relationships 	
<ul style="list-style-type: none"> • the role of marriage, the importance of stable family relationships and the responsibilities of parents 	
<ul style="list-style-type: none"> • the range of emotions they experience and how to develop 	

strategies for coping with negative feelings	
<ul style="list-style-type: none"> the benefits of accessing different sources of information, support and advice 	

Key Stage 4

<p>Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)</p>
<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> accept personal responsibility for keeping the mind and body safe and healthy develop a responsible attitude towards personal relationships <p>And to understand:</p>
<ul style="list-style-type: none"> the range of sexual attitudes, relationships and behaviours in society
<ul style="list-style-type: none"> the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
<ul style="list-style-type: none"> the features of effective parenthood and the effect of loss and change in relationships
<ul style="list-style-type: none"> the statutory and voluntary organisations which support health and emotional well-being
<ul style="list-style-type: none"> how to access professional health advice and personal support with confidence
<ul style="list-style-type: none"> the factors that affect mental health and the ways in which emotional well-being can be fostered

Post 16 (if applicable)

<p>Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)</p>
<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> accept personal responsibility for all aspects of personal and social development and wellbeing act as a positive role model for younger students <p>And to understand:</p>

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • the need to exercise responsibility for personal and group safety in social settings
<ul style="list-style-type: none"> • the potential consequences of sexual activity for themselves and personal relationships
<ul style="list-style-type: none"> • the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
<ul style="list-style-type: none"> • the role the state in promoting public health and emotional well-being

5.1. Delivery

Elfed High School will provide a supportive learning environment in which open and non-judgmental discussions about SRE can occur. A comprehensive SRE timetable will be delivered by external providers (see grid below). Elfed High School will also provide further lessons across the key stages on SRE. Pupils will learn about SRE using approaches that provide:

- Consistent accurate information presented simply and clearly.
- Age appropriate activities that engage both boys and girls.
- Informative and accessible reading material
- Access to peers and credible adult experts, in addition to teachers/youth workers.
- Appropriate challenges in an atmosphere, where they feel secure enough to play a full and active part.
- Ensuring ground rules are in place for each class to establish clear parameters regarding what is appropriate and inappropriate in a whole class setting.

School to include SRE curriculum planning/matrix here

Year	Recommended SRE Lesson/s <i>(to edit as appropriate)</i>	Possible Providers <i>(to edit as appropriate)</i>
Year 7	<ul style="list-style-type: none"> • 1 x Lesson on Puberty & Hygiene • 6x lesson on puberty and reproduction 	School Nurse School staff

	<ul style="list-style-type: none"> • 1 x Lesson on Appropriate Relationships/Online Safety • Crucial Crew • 1x Spectrum - Being 	School Nurse SLO Spectrum
Year 8	<ul style="list-style-type: none"> • 1 x Lesson on Contraception • 1x Online safety / Risky Pictures 	School staff School Nurse SLO
Year 9	<ul style="list-style-type: none"> • Theatre Performance on Consent • 1 x Lesson on Relationships • 1 x Lesson on Safer Relationships • 1 x Lesson on Sexuality/Homophobia • 1 x Lesson on Contraception • 1x CSE 	School staff School Nurse Cats Paw Theatre in Education Womans Aid SLO School Nurse
Year 10	<ul style="list-style-type: none"> • 1 x Lesson on Community Diversity • Theatre Performance on Sexting • 1 x Lesson on STI's • 1x CSE 	School staff School Nurse SLO Cats Paw
Year 11	<ul style="list-style-type: none"> • 1 x Lesson on Sexual Consent • 1 x Lesson on Body Awareness – Breast/Testes • 1x CSE 	School staff School Nurse SLO Spectrum

5.2 Specific topics

The following issues will be addressed at Key Stages 3 & 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.
- **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. Reference to the availability of the “C” card scheme within the school will also be made. 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.

Elfed High School will also offer support and guidance to all pupils, particularly lesbian, gay, bisexual and transgender pupils who feel uncertain about expressing their sexuality.

- **Sexual Exploitation** – All children and young people are potentially at risk of being sexually exploited. The SRE programme will involve discussions on topics such as domestic abuse, forced marriage, media pressures and representations of sexuality, power and gender stereotypes which will increase young people's ability to make informed choices. All learners will:
 - Develop skills to reduce the risk of being abused and exploited
 - Learn what types of behaviours are, and are not appropriate in public and in private.

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.

5.3 Use of Outside Speakers

The school recognises the value of involving outside speakers within the SRE programme as appropriate. Where outside speakers are invited in to the school, they will be made aware of the contents of the school SRE policy prior to the visit in order to ensure consistent messages are delivered. If outside speakers are used to support the SRE programme, a member of staff will be present throughout.

5.4 Resources

The resources used in Elfed High School include:

- SENSE interactive CD: Making sense of Sex and Relationships for Key Stages 3 & 4
- Contraceptive Display Kits – FPA
- Safer Sex Display Kit - Contraception and STI's – D&Wp
- Demonstrator Kits – Health Edco
- Contraception and STI Cards – D&Wp

- Teen Breast / Testes Model Kits – Health Edco
- Sex Under the Influence Kit – Health Edco

The resources used will be appropriate for the needs of the learners at each key stage in terms of language, images, maturity and understanding required.

Any further new resources will be carefully reviewed by the SRE/PSE co-ordinator and the senior management team prior to use with pupils.

5.5 Answering Questions

- Teachers will attempt to answer general questions from pupils honestly considering the pupils age and maturity.
- If a pupil asks questions about values, teachers will refer the child to its family and will try to avoid giving own views as the only right one.
- Teachers will deal honestly, sensitively and in a non-judgemental way with sexual orientation.

6. 'Health' Drop-in

The school nurse at Elfed High School will provide advice and support for parents and young people to meet a variety of health and well-being needs. The nurse contributes to the delivery of Sex and Relationships Education as part of the school's Personal and Social Education programme – see section 5.

The school nurse also provides a *confidential* 'Health Drop-In' for pupils. During the 'Health Drop-In' the young people have the opportunity to discuss any personal issues or health matters affecting them, including issues relating to sexual health.

A pupil seeking advice on this topic would be encouraged to consider their readiness for sexual activity, to talk to their parents or other significant adults in their life, and are given strategies to delay sexual activity. They also receive information around safer sex, sexually transmitted infections, HIV, condom use and contraception, including emergency contraception.

The school nurse is qualified to administer emergency contraception, pregnancy testing and the 'C-Card Scheme', which is a Wales wide scheme that provides sexual health advice along with free condoms for young people.

Information is also provided about local contraception and sexual health services in GPs clinics and/or sexual health clinics. The 'Health Drop –In' is offered on Thursday from 12.40pm-1.40pm. **In exceptional circumstances the school nurse will have the flexibility to provide this sexual health service, in response to urgent pupil need, outside of this set time. This is dependent on the availability of the school nurse.**

7. Training

The SLT will ensure that there is adequate training and resources for all staff involved in the delivery of the aims and objectives of the Sex and Relationships Education Policy.

8. Contact with Parents

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. Elfed High School welcomes any comments from parents that are aimed at improving the school's provision in this area.

Parents/Carers right to withdraw

Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than Sex Education contained within the national curriculum.

Parents/carers must inform the school if they wish to exercise this right. If a parent wishes their child to be withdrawn from SRE, they are welcome to make arrangements to see the Head teacher to identify which aspects of the programme they do not wish their child to participate in. These arrangements are specified within the school Prospectus.

9. Safeguarding and Confidentiality

Teachers will not promise confidentiality. The boundaries of confidentiality will be made clear to pupils. It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. If a pupil discloses information which is sensitive, not

generally known, and which the pupil asks not to be passed on, it will be discussed with a senior member of staff.

Confidentiality may be broken against the wishes of the person confiding the information when necessary:

- where there is a children and young people safeguarding issue
- where the life of a person is at risk or there is risk of serious harm to others
- when criminal offences are disclosed

Every effort will be made to secure the pupils agreement to the way in which the school intends to use any sensitive information.

10. Equality

As an employer and provider of services Elfed High School will not unlawfully discriminate on grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity race, religion or belief, sex, sexual orientation, or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

11. Implementation

The Head teacher and Governing Body have ultimate responsibility for the implementation of the SRE Policy.

At Elfed High School, the member of staff with responsibility for the SRE programme is Anna Woolgar.

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the SRE policy, and that the policy is implemented effectively.

All providers of SRE at Elfed High School will give due regard for the other relevant policies with regard to the delivery of the SRE programme.

The governing body will nominate one governor to take specific responsibility for SRE.

12. Monitoring and Evaluation

- Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability
- Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires
- School Council (if applicable)
- Progress will be monitored at regular intervals by SMT and governors: specific issues will be discussed at staff meetings as appropriate
- The 'Health Drop in' will be monitored by Betsi Cadwalader University Health Board (BCUHB) with data reported termly to the Governing Body (*edit as appropriate*).

This policy will be reviewed in accordance with the School Development Plan.

13. References

Welsh Assembly Government Circular 019/2010: Sex and Relationships Education in schools

Personal and Social Education Framework for 7 to 19-year-olds in Wales (2008)

Welsh Assembly Government: Science in the National Curriculum for Wales (2008)

Guidance for Employees and Volunteers whose work brings them into contact with Children and Young People' Wrexham Safeguarding Children Board 2008

Caerphilly Sex & Relationships Education Policy (2012) Caerphilly Healthy Schools Scheme

Ceredigion Sex & Relationships Education policy (2012) Ceredigion
Healthy Schools Scheme