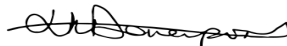
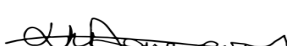

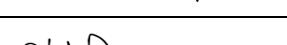
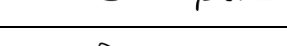
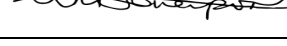



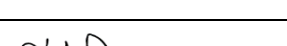




**Ysgol Uwchradd**  
Prestatyn  
**High School**

# Sex and Relationships Education (SRE) Policy

Author	Date Adopted by Gov Body	Signed by Chair of Gov	Review Date
JB	28/03/12		Mar 2014
JB	20/03/13		Mar 2015
JB	02/04/14		Apr 2015
AIB	25/03/15		Mar 2016
AIB	17/3/16		Mar 2017
KG	22/3/17		Mar 2018
KG	21/3/18		Mar 2019
KG	10/4/10		Apr 2020
KG	29/5/20		Mar 2021
KG	24/3/21		Mar 2022

## Rationale

The Governing Body of every school is required by Law to keep an up to date SRE Policy that describes the content and organisation of SRE within the school.

Guidance is provided in Welsh Assembly Government Circular Feb 2019 *and Relationships Education in Schools* and the 2008 *Personal and Social Education Framework for 7 to 19 Year Olds in Wales*, both of which should be referred to in relation to this policy.

The programme should be set within the broader context of self esteem and responsibility for the consequences of one's actions.

The SRE programme must include Sexually Transmitted Infections and HIV/AIDS education.

## *Purpose and Principles*

- Equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities, and acquire and apply appropriate knowledge and understanding within the sexual aspect of their lives at age appropriate Key Stages.
- Develop pupils' self esteem and personal responsibility so that they can become adults who can experience fulfilling personal and sexual relationships.
- Prepare pupils for the challenges, choices and responsibilities of their developing sexuality and maturing fertility.
- Empower pupils to participate in their communities as active citizens who take responsibility for their sexual behaviour.
- Foster and encourage positive attitudes and behaviour towards members of the community whose sexuality is different from their own.

## Broad Guidelines

### *The SRE Policy should:*

- ensure there are clear guidelines for staff to follow
- ensure equality of response to the diversity of culture, faith and family backgrounds
- ensure that all pupils are treated with respect, and that there is no discrimination on the grounds of gender, race, religion, culture or sexuality
- ensure that the School Council/ Student Voice is consulted on items of the curriculum and given the opportunity to contribute to curriculum content
- ensure inclusion for all learners

## *Definitions*

Humans are social beings and healthy relationships are a vital component of establishing and maintaining good physical, mental and emotional health. Relationships and Sexuality Education (RSE) explores the interconnected ways in which a wide and diverse range of social, cultural, technological and biological influences affect the ability to form and maintain positive relationships. Understanding how relationships are formed, developed and maintained enables us to develop the skills and attitudes that allow us to create healthy relationships of our own. It supports young people to develop the knowledge and skills needed to effectively navigate these rapidly changing influences and establish respectful, fulfilling relationships throughout their lives. These may include family relationships, friendships, professional relationships and sexual relationships. RSE is an important element in creating a whole school approach to supporting overall physical, mental and emotional health and well-being.

The change in name to Relationships and Sexuality Education reflects the internationally recognised World Health Organisation (WHO) standards for sexuality education. This definition seeks to encourage schools to take a joined-up approach to education around relationships and the broader range of topics included under sexuality.

The objective of sex and relationships education (SRE) is to help and support pupils through their physical, emotional, moral and spiritual development. Effective SRE is also essential if young people are to make responsible and well-informed decisions about their lives. A successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should prepare pupils for the opportunities, responsibilities and experiences of adult life, and enable them to develop considered attitudes, values and skills which influence the way they behave.

SRE is about understanding the importance of stable and loving personal relationships, respect, love, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and the bringing up of children. Nevertheless, the National Assembly also recognises that there are strong and mutually supportive stable relationships outside of marriage. We live in a diverse society and pupils will come from a variety of family backgrounds. Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of young people based on their home circumstances.

SRE is also about gaining knowledge and awareness of sex, sexuality and sexual health. Pupils should develop their understanding of human sexuality, learn about the benefits of delaying sexual activity, and how to obtain appropriate advice on sexual health. Such knowledge offers young people protection and should help to prevent confusion, unhappiness, unnecessary shame and guilt. SRE programmes should help pupils to develop knowledge and skills that are appropriate to age, understanding and development. This will enable pupils to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

There are many different, conflicting and often unhelpful pressures on young people through sexual imagery and messages in the popular media as well as prejudices or stereotypes that are reinforced more generally by society. It is therefore particularly important that sex and relationships education in

schools provides comprehensive information and open discussion in order that pupils can make informed and considered decisions. Pupils need to be given a core of accurate and relevant information in order to feel competent in addressing life issues. They should develop a respect for themselves and others as well as an understanding of diversity in order to prevent and remove prejudice.

A common misconception about sex education is that it will lead to greater sexual activity among young people. In fact, research evidence suggests that it does not increase sexual activity or pregnancy rates. Well-designed SRE programmes can encourage the postponement of sexual intercourse among young people who are not sexually active, and are associated with the effective use of contraceptives by those who are.

## The Sex and Relationships Education Curriculum at Prestatyn High School

### Content

Please refer to the following attached documents;

- Year 7 Science Scheme of Work *Growing Up*
- GCSE Religious Studies Specification and Scheme of Work: *Relationships AND Life and Death*

### Delivery

The SRE curriculum is taught in whole class mixed ability groups through a variety of curriculum areas and teaching methods. Personal skills are developed through discussion; role play and personal reflection, ensuring pupils are given the opportunity to develop the ability to make responsible and informed decisions about their health and wellbeing. The programme aims to support the transition from childhood through adolescence into adulthood, and it is designed to help pupils through their physical, emotional and moral development and to encourage respect for oneself and others. It also develops the concept of a loving personal relationship between two people.

SRE is delivered in a number of curriculum areas throughout the school:

- Personal and Social Education lessons at Key Stage 3 and 4
- Year 7 Science lessons
- Key Stage 4 Religious Studies lessons (5 per fortnight)
- PSE Pastoral Curriculum sessions based on relationships and safe sex
- Planned visits by the School Nurse and other relevant professionals
- Planned dramas/ outside agencies/ guest speaker's talks and presentations

### Organisation

- The Head of Personal and Social Education is Miss K Garside who has oversight of the curriculum.
- Miss K Garside, Head of RE has responsibility for delivery of PSE elements within Religious Studies at Key Stage 4.
- Mrs Maureen Morcombe, Head of Science has responsibility for the Year 7 Science input.

### *Confidentiality*

Teachers should be clear concerning the boundaries of their legal and professional role and responsibilities, which are outlined clearly in the Welsh Assembly Guidance Circular 11/02: *Sex and Relationships Education in Schools*.

Teachers should:

- ensure that pupils know they cannot offer unconditional confidentiality, particularly in relation to personal disclosures
- reassure pupils that their best interests will be maintained
- encourage pupils, where possible, to talk to their parents or carers, and give them the support to do so
- make sure that pupils are informed of sources of confidential help, for example, the school nurse, their GP, Family Planning, Genitourinary Medicine Clinic or Young People's Advice Service
- encourage and develop the use of class ground rules in SRE lessons
- Follow the school's child protection procedure if there is any suspected possibility of sexual abuse

### *Personal Disclosures*

Personal disclosures from pupils may happen at any time or place. Sometimes it can be difficult to deal with the issue appropriately straight away. If this happens the teacher should talk again individually to the pupil before the end of the school day. The teacher should follow the appropriate guidance in the school's confidentiality and child protection policies.

### *Parental Right to Withdraw*

Parents have a right to withdraw their children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum. Parents should be encouraged to contact the school to discuss such requests as early consultation and good partnerships with parents form the best arrangements for parents who have concerns and may wish to withdraw their children.

## Provision for Regular Review of the SRE Policy

The SRE policy for Prestatyn High School is ratified by the School's Governing body and reviewed on an annual basis.

## Links to Other Policies

- *Sex and Relationships Education in Schools: National Assembly for Wales Circular no: 019/2010*
- *Personal and Social Education Framework for 7 to 19 Year Olds in Wales: Welsh Assembly Government 2008*
- Prestatyn High School Personal and Social Education Policy
- Prestatyn High School Safeguarding and Child Protection Policy
- Prestatyn High School Equal Opportunities Policy
- Departmental Handbooks