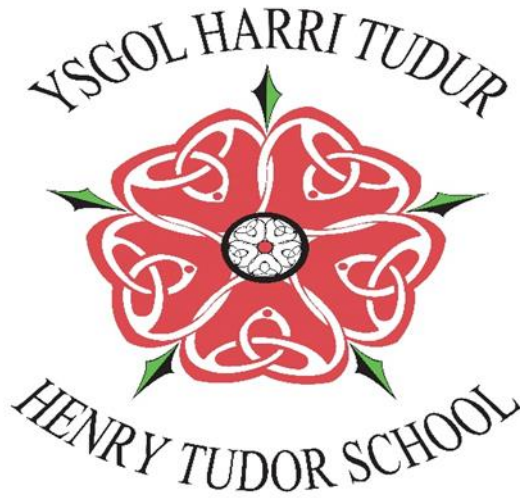


Ysgol Harri Tudur



Henry Tudor School

Sex and Relationships Education Policy

Adopted by Full Governing Body: 14 November 2018

Last Reviewed: Autumn 2021

Review annually

Next Review: Autumn 2022

Sex Education Policy

Teachers of PSHE need to be familiar with the school's policy on Sex Education.

Introduction

During a series of meetings, between October 1993 and March 1994, a working group consisting of school governors and teachers drafted the original policy.

The group was instigated in response to a number of issues:

1. a perceived shortfall in aspects of Sex education and Family Life education as shown by the cross-curricular audit in 1992;
2. the Welsh Office directive as a result of the 1993 Education Act which highlighted changes in the teaching of sex education;
3. the LA's policy which states that it is up to schools to devise their own policy on sex education

The Policy is reviewed bi-annually and this edition is the result of discussions, which took place during November and December 1999 and was modified in June 2005.

Legal Framework

School Information Regulations 1981 require that schools publish in their prospectus, details of all content and organisation of any sex education they provide.

The 1986/1996 Education Act invests responsibility for sex education with Governors and Headteachers who have a legal obligation to "make and keep up to date" a written statement of their policy.

The 1988 Education Reform Act stated that schools should provide a curriculum which "promotes the spiritual, moral, cultural, mental and physical development of pupils/students; and prepares such pupils/students for the opportunities, responsibilities and experiences of adult life". Sex education is an important dimension of this statutory entitlement.

The 1993 Education Act states that, " all maintained Secondary Schools will be required to provide such sex education for all pupils/students as part of their overall curriculum provision".

The 1996 Education Act states that "...sex education is defined as specifically including information about AIDS and HIV and other sexually transmitted diseases."

The 1996 Education Act also states that "...sex education should be provided in such a way that it encourages'.....pupils/students to have due regard to moral considerations and family life'".

The 1996 Education Act re-affirms the right of parents/carers to withdraw their children from sex education lessons occurring outside the National Curriculum.

Sex and Relationship Guidance Welsh Assembly Government Circular No: 019/2010 (issued September 2010 and replaces circular no 11.2002) offers guidance on good practice in policies.

Learning and Skills Bill 2000 removes responsibility for sex education from the LEA and places it with Heads and Governors. It also provides guidance which must be taken into account when writing policies.

All maintained secondary schools are required under section 101(1)(c) of the Education Act 2002 to include, as part of the 'basic curriculum' of the school, sex education for all registered pupils.

A statement must be made on the effect a parent/carer's decision to withdraw their child from the school's sex education programme.

Aims and Objectives

"Sex education is an umbrella term for all learning we need in order to understand our own and others' sexuality and to develop skills, relationships and informed decision making."

At Ysgol Harri Tudur / Henry Tudor School this broad statement is embodied in the following aims and objectives:

Aims

1. To support the personal and social development of all pupils/students, ensuring that they have the ability to accept their own and others sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.
2. To discuss sensitive issues in a broad and balanced way, free from sensationalism and personal bias, and sensitively pitched to the level of pupils/students' needs and experience.

Objectives

1. To discover what pupils/students know, understand, think and feel and to identify their needs.
2. To make pupils/students aware of the legal issues with regard to sexual behaviour.
3. To create a programme for progressive and differentiated learning which caters for pupils/students' needs and is sensitive to individuals and groups.
4. To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
5. To enable pupils/students to accept variation in rates of growth and development (physical, emotional, and social) and to provide reassurance that change is part of the life cycle.
6. To emphasise the value of loving and caring relationships and the place of sexual intimacy within them.

7. To emphasise the value of family life, the implications of parenthood and the needs of the very young while respecting the varied cultural and religious influences on individual sexuality.
8. To develop skills in personal relationships, decision making and problem solving.
9. To help children affirm their rights, to be able to resist unwanted touch or advances and to communicate about such matters.
10. To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
11. To emphasise the risks of sexual behaviour outside of a mutually faithful relationship and to enable the pupils/students to keep themselves safe from the physical, emotional and moral risks of casual and promiscuous behaviour.
12. To be aware of sources of help and to acquire the skills and confidence to use them.

Curriculum Organisation and Management

How?

SRE will be delivered primarily through the School Nurse in Year 9 and will be touched upon in Years 7 and 8 in Wellbeing and Science lessons. Elements will also be covered during a series of PSHE drop down days for Years 7 - 13. It is important to emphasise that RSE will form only part of a much broader programme of Personal, Social and Health Education.

Initially much of the content will be provided via external agencies leading to more self-directed pupil/student involvement as pupils/students learn and develop.

Techniques will include role play, discussion groups, use of video and other teaching materials.

Where?

Sex education is a cross-curricular issue and will be addressed at different times in different subject areas. Apart from the structured PSHE programme, inputs will come from:

- a) English/Drama
- b) Science
- c) Physical Education
- d) Religious Education
- e) WBQ
- f) Other subjects where sexual and moral values, and interpersonal relationships form part of the programme of study.

Who?

Although the RSE programme will be delivered by external agencies, all staff, through their pastoral responsibilities and through other subject areas as indicated above, are encouraged to have a responsibility for teaching aspects of sex education.

All staff are encouraged to share responsibility for sex education and may be called upon to assist with teaching the subject as part of the discrete PSHE teaching team. When appropriate they will be kept informed with up to date information.

The school nurse will assist with the delivery of RSE.

Evaluation

Pupils and students complete a self-evaluation form after drop down day activities. This will aid the planning of future activities.

Sex Education - Information for Parents/Carers

The Governing Body reviews Sex Education in the school every two years. They asked that all parents/carers are told about our current programme in the new intake information booklet. This note is intended to let you know what sex education topics are covered in the PSHE curriculum. In addition to this, anatomical aspects of sex education are covered in the science curriculum.

Relationships and Sexuality Education (RSE) plays a vital role in enhancing learners' well-being and safety. The Health and Wellbeing Faculty will design a new curriculum where learners are given the opportunity to consider the following thematic areas:

Rights and equity

Learners should 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. Central to this learning should be an understanding of the opportunities and challenges people face in exercising their rights across the world.

Relationships

Learners should develop an understanding of how different types of safe, consensual, healthy and fulfilling relationships can be formed and maintained. Central to this learning should be recognising and understanding the diversity of relationships around the world, and over the life course.

Sex, gender and sexuality

Learners should develop an understanding of sex, gender and sexuality. This includes how biology, society and culture shape our sense of self and relationships with others. Central to this learning should be recognising the diversity of gender and sexual identity, expression, behaviour and representation, including LGBTQ+ diversity, and how social and cultural understandings of sex, gender and sexuality have changed over time and continue to evolve.

Bodies and body image

Learners should 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. Central to this learning is recognising the diversity of the human body, and how understanding of human bodies is shaped by society, the law, science and technology.

Sexual health and well-being

Learners should develop an understanding of the positive role of sexuality in human life and a gradual awareness of personal sexual health and well-being. Central to this learning is appreciating the different ways that people express sexuality across cultures and contexts, including myths about sexual health and well-being.

Violence, safety and support

Learners should develop an understanding of the social, emotional, physical and legal nature and impact of gender-based and sexual violence, including online. Central to this learning should be supporting learners to understand and manage change, conflict, risk and pressures of different kinds. Building learners' confidence to speak out and know how to seek advice and support is integral to RSE.

[Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](https://www.gov.wales/cross-cutting-themes-for-designing-your-curriculum)

PSHE Curriculum 2021 - 2022

We have recently reviewed the PSHE curriculum (Personal, Social and Health Education) and specifically looked at Substances, Personal Development and RSE (Relationship and Sex Education) content.

Additional PSHE Sessions

Year 7	SchoolBeat Programme - (PC Davies) Drugs, Sexting, Internet Safety, Tobacco & Peer Pressure and Emotional Wellbeing.
Year 8	SchoolBeat Programme - (PC Davies) Internet Safety, Sexting, Alcohol, Drugs and Safe Relationships.
Year 9	SchoolBeat Programme - (PC Davies) Dangerous Deception (Child Sexual Exploitation), Domestic abuse, Sexual Consent, Emotional Wellbeing, Self-Harm. School Nurse - (Adele Greene) Contraception & STI'S (HIV/Pornography & Risk Taking behaviour) Got Project - (Mentors) Extremism and Radicalisation.
Year 10 & 11	SchoolBeat Programme - (PC Davies) Sexual Consent, Image Enhancing Drugs, Mental Health. Got Project - (Mentors) Extremism and Radicalisation.

Pupils/students within the school complete the School Health Research Network Survey. Results from this survey further develop the PSHE/RSE programme.

The overall RSE programme is carefully tailored to ensure that the material studied by these children is age-appropriate. RSE is carefully framed within the context of relationships, particularly stable relationships, with an emphasis on responsible sexual behaviour. Feedback from students suggests that sexual education is valued and appreciated.

Sensitive Issues

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk. All official documentation is in favour of the introduction of topics such as contraception, abortion, homosexuality, HIV/AIDS and sexual abuse.

The school stresses the need to tackle these sensitive issues in a broad and balanced way free from sensationalism and personal bias, at a time most appropriate to the pupils/students' personal developmental needs.

The school hopes that parents/carers will cooperate with its aims, but if there are any worries or queries you should contact your child's Mentor, Head of Key Stage or a senior member of staff.

The Role of Parents/Carers

Parents/carers are encouraged to support and participate in the Sex Education programme through:

- Discussing issues with staff on parents/carers evenings
- Discussing what your child has learned openly

The school would like parents/carers to be a key element in the partnership between the school, the pupil/student and the home, and to work together in providing children with the appropriate information and skills to develop into adulthood.

If you wish to withdraw your child from the sex education programme then we will make alternative provision for her/him, but we would also wish to draw your attention to the preceding section 'Sensitive Issues'. Requests for withdrawal should be made in writing.