

Ysgol Dyffryn School



Sex and Relationships Policy

Mission Statement

Our aim is to create an environment where young people are able to acquire knowledge, develop essential skills and gain emotional confidence in a safe and caring environment, to enable them to engage in meaningful and rewarding relationships with others.

Rationale

Dyffryn recognises that our young people are growing up in a society where sexual exploitation is increasingly prevalent and where they are under increasing pressures to experiment in sexual relationships. The school further recognises that some young people are able to discuss the issues of relationships, puberty, growing up and sex openly with their parents. Equally, school is aware that for a significant proportion of the young people within its community, this will not be the case. Additionally, issues of culture, parental understanding and a child's educational needs may also mean that the school curriculum is the main source of information on these matters for our pupils.

School Culture

Sex and relationships education is a life-long process. It encourages the physical, moral and emotional development of the individual. It is concerned, primarily, with understanding the importance of family life (in all its forms) in stable and loving relationships, where respect, care and love are a reality. It is also about the teaching of sex, sexuality and sexual health.

Special Educational Needs

School has a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. In common with their peers, the development of this aspect of their education is important. It will enhance the development of social skills that reduce the risk of abuse and exploitation and teach them what behaviours are or are not acceptable.

Staff plan work in different ways to meet the needs of these young people. Pupils are never withdrawn from this aspect of the curriculum in order to focus on National Curriculum Subjects. All staff, ancillary, nurses, teachers, support and carers must follow the school policy when working with pupils with special educational needs.

Child Protection

Young people cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence. They have a right to expect school to provide a safe and secure environment. Staff are aware that effective sex and relationships education, which brings an understanding of what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Dyffryn use the guidance set out in the 'Child Protection Procedures' for Neath Port Talbot and has designated persons who are responsible for these issues.

They are Mr. C. Burden and Mrs. Petra Bartle.

Pupils are provided with information on local sources of confidential advice and help. For example, school nurse, school counsellor, general practitioner, NSPCC, Childline or youth advice services. Where disclosure occurs in an inappropriate place or time,

the teacher should speak again with the young person before the end of the school day.

Young people are made aware of the law relating to sexual activity and how they may gain confidential advice. This is done via the PSE syllabus and professionals are invited to enhance the course e.g. school nurse, police. Pupils should talk to adults they can trust and there may be cases where a teacher learns that a pupil is sexually active. In such circumstances the school ensures that:

- The young person is persuaded to talk to their parents or an appropriate adult
- Any child protection issues are addressed
- The child has been adequately counselled

School Culture

Educating pupils about relationships is an essential part of every pupil's development as it provides the basis for young people to learn about and understand themselves and others. They develop ideas which enable pupils to make informed and responsible decisions regarding relationships and sexual behaviour.

Education Programme

The school follows the guidelines contained in the Personal and Social Education framework published by the Welsh Assembly Government in 2008.

The school is committed to educating all pupils in responsible and healthy personal relationships. Sex and relationship education is placed within a clear framework of values, attitudes and skills and an awareness of the law relating to sexual behaviour. Features such as family life in all its different forms, sexual behaviours, parenthood and sensitive areas such as abortion and STI's are presented in a balanced way and ethical issues discussed objectively. School encourages young people to take responsibility for their behaviour in their personal relationships.

A co-ordinated approach to sex and relationship education is necessary, building gradually on knowledge from year to year. The presentation of sex and relationship education within the classroom is a matter for the professional judgement of the Headteacher and designated staff. Teachers use their professional expertise, resources and the support of external agencies. School governors are responsible for ensuring that pupils are offered a programme of sex and relationship education. The school's policy on sex and relationship education is available on the school website. Where parents have concerns, the school will discuss appropriate provision with the pupil and parents.

All those contributing to the relationships and sex and relationship education programme within school are required to work within the school's agreed values. Appropriate training and support in delivering the programme sensitively and effectively will be provided via the Local Education Authority.

Ground rules to support sex and relationships education within the PSE curriculum

Clear ground rules allow the establishment of a safe environment, eliminating embarrassment and anxiety. School reviews these rules on a class/year group basis.

Such ground rules include:

- No-one (teacher or pupil) will be expected to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Dealing with Questions

Teachers establish clear parameters of what is appropriate and inappropriate. Clear ground rules support them in doing this. Where unexpected questions are raised by pupils:

- a) Where a question is too personal; teachers remind pupils of agreed ground rules. If particular support is required, then the pupil can be referred to an appropriate person, e.g. school counsellor, school nurse, helpline or outside agency.
- b) If the teacher does not know the answer to a question it is important to acknowledge this and to suggest that the pupil or teacher research the question later.
- c) If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concern of sexual abuse, then the teacher should acknowledge it and deal with it on an individual basis.
- d) If there is concern over sexual abuse, the teacher must follow the school's **Child Protection Procedures**.
- e) Teachers will provide information on the range of contraception that is available. They can also provide information on how to access contraception, confidential advice, counselling and, where necessary, to obtain treatment. Teachers are not health professionals and cannot provide advice on which method of contraception to use.

Teaching Strategies to support Relationships and Sex and Relationship Education

Discussion forms an important part of the delivery strategy for this programme allowing pupils to draw on previous knowledge, to consider their beliefs and attitudes to different topic areas, whilst practising a range of social skills. Learning allows reflection on new learning and provides opportunities to expand action planning skills. Embarrassment can be prevented by use of distancing techniques.

Pupils are supported so that their actions are based on knowledge, understanding and accurate information to enable them to make informed choices about their health and emotional well-being.

Staff, governors and pupils are informed in training and lessons of the appropriate action to be taken where situations of a sensitive, sexual nature arise.

Responding to Incidents

The persons who have responsibility for dealing with sexually related incidents. Mr. C. Burden and Mrs. Petra Bartle.

A teacher approached by a pupil for specific advice on aspects of sexual behaviour must report the information to the designated person and, wherever possible, encourage the pupils to seek advice from his/her parents and from the relevant health service professional.

Approved by Governors on 20th September, 2016

Signed Chair of Governors

Review in September, 2017