



Create Your World

Cardiff West Community High School

Sex & Relationship Policy

Established: September 2018
To be reviewed: September 2020



An artist's impression of our new Cardiff West Community High School in Trelai Park, opening Spring 2019

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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Under the National Curriculum, SRE is compulsory from year 7 onwards in High Schools.

This policy has been prepared in accordance with the Education Act 1996, the Welsh Government Circular 19/2010, and the Welsh Government Sexual Health and Wellbeing Action Plan 2010-2015, and takes into account the requirements of the Personal and Social Education (PSE) framework for 7-19 year olds.

At Cardiff West Community High School we teach SRE as set out in this policy.

3. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

4. Delivery of SRE

SRE is taught within the PSE education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE) and Welsh Baccalaureate (WBQ)

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

The relevant learning outcomes from the PSE Framework in KS3 are to:

- Be aware of changing relationships in school situations and in the family.
- Understand cultural differences and recognise expressions of prejudice and stereotyping.
- Know about the different methods of contraception and their effectiveness and know how to use safer sex procedures.
- Know the law relating to various aspects of sexual behaviour.
- Know how to resolve conflict and negotiate agreement.
- Be aware of personal strengths and weaknesses.

- Recognise moral issues and dilemmas in life situations.
- Know what are perceived as right and wrong actions and understand the issues involved.

The relevant learning outcomes from the PSE Framework in KS4 (delivered through PSE/RE/WBQ) are to:

- Know how to form supportive and respectful same sex and opposite sex relationships.
- Know the importance of the parenting role and the features of effective parenthood.
- Recognise and know how to challenge expressions of prejudice and stereotyping.
- Understand the risks involved in sexual behaviour which might allow the transmission of Sexually Transmitted Infections (STIs) including the HIV virus.

The relevant learning outcomes from the PSE Framework in KS5 (delivered through the Welsh Baccalaureate) are:

- Know 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.
- Understand the potential consequences of sexual activity for themselves and personal relationships.
- Understand the life experiences which enhance or damage self-esteem and explore how best to cope with demands of such situations.
- Understand the role of the State in promoting public health and emotional well-being.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

5.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

6. Parents' right to withdraw

Parents' have the right to withdraw their children from some components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

7. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

8. Monitoring arrangements

The delivery of SRE is monitored by the Area Lead for Health & Wellbeing through:

- Planning and preparation of SRE sessions
- Liaison with other professionals (such as health, safeguarding link etc)
- Work scrutiny
- Drop down days

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

9. Specific Issues

Contraception

Teaching about contraception is delivered in a class setting and in an interactive manner. The main objective is to reduce the incidence of unwanted pregnancy, and the focus is on providing appropriate information and effective advice on contraception and the benefits of delaying sexual activity. Health professionals are consulted where appropriate. Teachers give information about where pupils can obtain confidential advice and counselling. Signposting to health professionals is included in pupils' PSE booklets.

Abortion

When abortion issues are discussed in the school, pupils are given the opportunity to explore the dilemmas, appreciate the validity of opposing views, and develop the communication skills to discuss the issue with parents and health professionals. The religious convictions of pupils and their parents are respected.

Sexual orientation and gender reassignment

Teachers seek to deal with the issues of sexual orientation and gender reassignment honestly and sensitively in a non-discriminatory way. They answer appropriate questions and provide factual information. Pupils are encouraged to respect and recognise diversity and differences in human life.

Guidance in Welsh Government Circulars 47/2006 'Inclusion and Pupil Support' and 23/2003 'Respecting Others' deal with the unacceptability of any emotional distress and harm caused by bullying in whatever form, including bullying about sexual orientation.

Any instance occurring in school is dealt with in accordance with the school's anti-bullying policy.

Sexually Transmitted Infections (STIs) including HIV and AIDS

The strategies for teaching about STIs including HIV/AIDS include:

- Helping pupils clarify their knowledge of STIs including HIV/AIDS
- Teaching them assertiveness skills for negotiating relationships
- Enabling them to become effective users of services that help to prevent or treat
- STIs and HIV/AIDS.

The key components are factual information and knowledge about safer sex and STIs, including HIV/AIDS; an understanding of what is risky behaviour and what is not; condom use and safer sex in general; skills to enable pupils to avoid being pressured into unwanted or unprotected sex; the diagnosis and treatment of STIs; and access to local sexual health advice services.

E-Safety

When E-Safety is taught it follows the following topics:

- Cyber Bullying
- Safe Searching
- Sources of information
- Sexting
- How to report issues and protect online reputation

The key components aim to ensure that pupils are aware of their own online safety, how to resolve problems and avoid negative situations.

10. Related Policies

- Safeguarding
- Anti-Bullying
- Curriculum

An equality impact assessment has been carried out for this policy and as necessary changes made to mitigate any identified negative differential impact on individuals having one of the protected characteristics contained in the Equality Act 2010.