



CONNAH'S QUAY HIGH SCHOOL

Creu Llwyddiant | Creating Success

RSE Policy

This Policy has been written in accordance with the most recent Government guidance. This Policy will be rewritten as necessary to reflect the changing emphasis of the school and the changes in Government legislation and reviewed biannually.

Policy Title	RSE Policy
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Approved by & Date	November 2019
SLT Lead	ACR

1. Introduction

Connah's Quay High school (CQHS) plays a central role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners at CQHS 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

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 Connah's Quay 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. This Policy is applicable to every learner in school, regardless of religious beliefs. Parents do not have the right to withdraw their children from the lessons.

3. Objectives

The school will support learners 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.
- ✓ 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 learners’ personal development in the following areas:

- ✓ Planned Sex and Relationships Education within the Health and Wellbeing Programme 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 approaches that are relevant and suitable to the needs and aptitudes of learners and which offer ample time for discussion and reflection.

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 Wals (2008)	Science in the national curriculum for Wales (2008)
<p>Learners should be given opportunities to: Display a responsible attitude towards keeping the mind and body safe and healthy</p> <p>Develop positive attitudes towards themselves and others</p>	<p><u>Independence of organisms</u> Pupils should be given opportunities to study:</p> <p>The basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes</p>
<p>Understand the law relating to aspects of sexual behavior</p>	
<p>Understand contraception, sexually transmitted infections and HIV within the context of relationships</p>	

Understand the features of safe and potentially abusive relationships	
Understand the role of marriage, the importance of stable family relationships and the responsibilities of parents	
Understand the range of emotions they experience and how to develop strategies for coping with negative feelings.	
Understand the benefits of accessing different sources of information, support and advice.	

Key Stage 4

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

Learners should be given opportunities to:

1. accept personal responsibility for keeping the mind and body safe and healthy
2. develop a responsible attitude towards personal relationships

And to understand:

1. the range of sexual attitudes, relationships and behaviours in society
2. the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
3. the features of effective parenthood and the effect of loss and change in relationships
4. the statutory and voluntary organisations which support health and emotional well-being
5. how to access professional health advice and personal support with confidence
6. the factors that affect mental health and the ways in which emotional well-being can be fostered.

5.1 Delivery

Connah's Quay 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 and by teachers in school. The school will also provide further lessons across the key stages on SRE through the Health and Wellbeing Programme. Learners 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.

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. 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.

Connah's Quay 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.

Further details of topics covered can be obtained by contacting the school.

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 Answering Questions

Teachers will attempt to answer general questions from learners honestly considering the age and maturity of the learner(s).

If a learner 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.

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.

6. Contact with Parents

Parents/carers 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. Connah's Quay 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.

7. 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.

8. Equality

As an employer and provider of services Connah's 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 learners, 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.

9. Implementation

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

At Connah's Quay High School, the member of staff with responsibility for the SRE programme is Amanda Creevy.

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 Connah's Quay 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.

10. Monitoring and Evaluation

Opportunities will be provided which will enable learners 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.

Progress will be monitored at regular intervals through the school quality assurance procedure.