

# PORTFIELD SCHOOL & SATELLITE CENTRES



## **POLICY DOCUMENT FOR SEX & RELATIONSHIP (SRE)**

### **POLICY REVIEW**

The policy will be reviewed on a biennial basis in consultation with staff, pupils and parents.

Adopted by the Headteacher and Chair of Governors on 05/06/2019

Policy to be reviewed by: June 2021

### **MISSION STATEMENT**

Working together    Learning together    Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart of all policies and practices
- Portfield School is a Rights Respecting School

# PORTFIELD SCHOOL SRE POLICY

## Introduction

The Governing Body is committed to the provision of Sex and Relationships Education (SRE) based on the encouragement of social, emotional and moral considerations and with due regard for the value of family life, the diversity of family arrangements as well as stable relationships outside marriage and the needs of individual pupils.

This policy, supported by relevant training, aims to ensure that:

- SRE is delivered with safeguarding in mind.
- SRE is delivered by knowledgeable and confident staff.
- Staff and members are aware of the organisation's confidentiality arrangements.
- SRE is delivered in line with core principles that promote equality.
- Provision of SRE is within a clear values framework and states the aims and expected outcomes of the school's SRE programme clearly.
- Description is clear on how the programme is managed and organised and how it forms part of the school's personal, social and health education (PSHE) provision.
- A clear outline is provided on how the programme is delivered, the teaching approaches, resources used and who is responsible for providing them.
- A description on how the SRE programme meets the needs of all learners
- A description on how school policies on confidentiality, safeguarding and child protection relate to SRE.
- A explanation is provided on how learners will be given guidance, about where they can obtain confidential advice, counselling and, where necessary, treatment.
- The views of learners will be sought where appropriate
- A description on how the school will work with parents/carers and includes a statement about parents' rights to withdraw their child from sex education provided apart from that delivered through core NC requirements
- A summary on how health professionals and external agencies are involved in the SRE programme saying how SRE is monitored and evaluated and specifying the means and timescale for regular review
- In the primary phase SRE will be delivered within the context of the school's PSD curriculum and the Literacy and Numeracy framework.

## **Purpose**

SRE is about physical, moral and emotional development. It emphasises the importance of stable and loving relationships, respect, love and care. It is also about the consideration of sexual activity and sexual health against a background of respect for marriage, family life and respect for the diversity of family arrangements. It provides knowledge and skills which are intended to help students manage a healthy lifestyle including the reduction of harm to self and others.

The School has a commitment to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. Within the programme, Social and Emotional Aspects of Learning outcomes are recognised such as possessing empathy, dealing with feelings and expressing emotions. The purpose therefore is to create a culture that supports open and responsible discussion of relationships and sexual health and well-being provides a positive, holistic SRE programme that meets the needs of all learners.

## **Objectives**

- To discover what pupils know, understand, think and feel and to identify their needs.
- To dispel myths.
- To make pupils aware of the legal issues with regard to sexual behaviour.
- To create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To enable pupils 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.
- To emphasise the value of loving and caring relationships and the place of sexual intimacy within them.
- To emphasise the importance of marriage and the value and variety of family life, the implications of parenthood and the needs of the very young while respecting the varied cultural, religious and belief influences on individual sexuality.
- To develop skills in personal relationships decision making and problem solving.
- Learn to manage and understand emotions and manage conflict.
- To help children affirm their rights, to be able to resist unwanted touch or advances and to communicate about such matters.
- To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
- To emphasise the risks of sexual behaviour outside of a mutually faithful relationship and to enable the pupils to keep themselves safe from the physical, emotional and moral risks of casual and promiscuous behaviour.

- To be aware of sources of help and to acquire the skills and confidence to use them.
- To develop an understanding of risk and safety and the motivation and skills to keep themselves safe (including e-safety).

## **Provision**

The SRE programme of study is designed by the staff and Senior Leadership Team. School based and LA and external organisation expert training is provided for teachers and other relevant staff e.g. School Nurse. The curriculum includes opportunities for students to develop the skills they need to stay safe from sexual abuse, “teen” pregnancy and risks to sexual health considered on an individual basis. Representatives of relevant external agencies are also involved in delivering the programme when necessary. A School Nurse and/or Community School Nurse provide(s) practical advice and guidance.

The following ground rules will guide all SRE content and delivery.

- Biological terms will be used in all SRE lessons. Family names will not be used, in order to avoid confusion.
- Meanings of words will be described in a sensible and factual way.
- Distancing techniques will always be used. Individual people will never be mentioned.
- The teacher will strive to provide active learning strategies, so that SRE is fun and interesting.
- Teachers will strive not to avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- If a teacher is asked a question that is classed as ‘too sensitive’ or ‘too controversial’ for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic.
- Teaching staff will mentally monitor pupil questions and refer any disclosures to the Child Protection Co-ordinator in the school.
- Older pupils will be asked not to discuss the content of their SRE lessons with younger children.
- Questions should not be directed at individuals. Nobody should be forced into answering.
- No personal comments or put downs are allowed.

## **Confidentiality Protocols**

The schools confidentiality policy ensures that practice is consistent throughout the school. Learners, teachers and parents/carers are made aware of the school’s confidentiality policy and understand how it works in practice to protect learners and staff.

The confidentiality policy:

- Ensures that learners know that teachers, and other professionals, cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures.
- Reassures learners that their best interests will be maintained.
- Encourages learners, where possible, to talk to their parents/carers and give them support to do so.
- Makes sure that learners are informed of sources of confidential help, for example the school nurse, school counsellor, GP or young person's sexual health services.
- Promotes the use of ground rules in lessons to establish boundaries.
- Instigates the school's safeguarding and child protection procedures if there is any possibility of abuse.

### **Disclosure of personal information**

Staff must not disclose information about their relationships and sex life to young people. It can sometimes be tempting to say 'yes, that happened to me'. This could lead to a private information being made public to the whole community. Staff should maintain boundaries between your personal life and your work with young people. Boundaries emphasise the importance of privacy and encourage respect for oneself and other people. Similarly, staff should not question young people about their personal lives except where Fraser Guidelines require you to do so. Teach young people not to disclose things about themselves that will leave them open to ridicule and bullying. The staff will use distancing techniques in discussions and explore fictional problems rather than real ones.

### **Specific issues within SRE at Secondary Phase**

#### ***Contraception***

Teaching about contraception is taught in the usual way in a class setting and in an interactive manner. Health professionals will be consulted where appropriate. Teachers will give information about where pupils can obtain confidential advice and counselling.

#### ***C Card Scheme***

The school takes part in the Pembrokeshire Condom Card Scheme working with the appropriate agencies.

#### ***Abortion***

When abortion issues are discussed in the school, pupils will be given the opportunity to explore the dilemmas, appreciate the validity of opposing views, and develop the communication skills to discuss it with parents and health professionals.

The main concern is to reduce the incidence of unwanted pregnancy, and the focus should be on providing appropriate information and effective advice on contraception and the benefits of delaying sexual activity. The religious and belief convictions of pupils and their parents should be respected.

### ***Sexual Orientation***

Teachers will deal with this issue honestly, sensitively and in a non-discriminatory way. They will answer appropriate questions and provide factual information. Pupils will be encouraged to respect and recognise diversity and differences in human life. Guidance in Welsh Assembly Circular, Inclusion and Pupil Support 47/2006 issued November 2006 deals with the unacceptability of, and emotional distress and harm caused, by bullying in whatever form, including sexual orientation. Any instance in the school will be dealt with in accordance with the school's bullying policy.

### ***Sexually Transmitted Infections (STIs) including HIV***

The strategies for teaching about STIs, including HIV, will include:

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

The key components will be factual information and knowledge about safer sex and STIs, including, HIV, in the context of relationships; 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, treatment and accessing local sexual health advice and services.

### **Safeguarding Children**

This policy complies with the Local Authority Safeguarding Procedures adopted by the School.

### **Parents**

Parents and carers have an important role in SRE through instilling values, providing a framework for relationships and arranging structures for support. This SRE policy is made available to parents and an outline of SRE content is provided each year by PSHE staff. Under the 1996 Education Act, parents have the right to withdraw their children from part or all of non-National Curriculum SRE i.e. the significant proportion which falls outside the Science curriculum.

Parents wishing to withdraw their children from PSHE lessons when SRE is being considered are asked to contact the Headteacher in writing.

### **Ensuring inclusion**

The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015 reinforces the Welsh Assembly Government's commitment that everyone deserves equal access to

sexual health information regardless of age, race, disability, gender, sexual orientation religion or belief.

The SRE programmes meet the needs of all learners. Teaching is inclusive, helping all learners to understand their physical and emotional development and enabling them to make positive decisions about their personal relationships, sexual health and well-being the school also considers single-sex groups for learners from cultures where it is only acceptable to speak about the body in single gender groups.

Looked after children will be supported as they often miss opportunities for learning at school due to disrupted lifestyles, periods of absence, or because they are frequently moving between schools. They may also lack parental guidance. Similarly young carers may also miss opportunities for learning at school. The school will make particular efforts to ensure that all learners with such needs receive SRE and that wherever possible teachers are aware of, and sensitive to the personal circumstances of individual learners.

### **The role of outside agencies**

We encourage valued outside agencies to work with us to provide advice and support to the children with regard to health education; in particular, members of the Hywel Dda NHS Trust and Local Public Health Team. Other people that we call on include social workers and youth workers.

- The purpose and role of the outside agency within sex and relationships education is clear.
- Outside agencies are clear about the boundaries of their input.
- Outside agencies are aware of the planned curriculum and relevant school policies, including confidentiality, and will abide by them.
- The aims and objectives of any session using outside visitors is clear, as well as the values framework within which they will work.
- The way they will work with staff is planned and agreed.
- Lines of accountability between the agency and the school have been made explicit.
- Learning outcomes are identified.

## **Monitoring and Evaluation**

The SRE programme of study is monitored by the SLT member with responsibility for Health & Wellbeing and appropriate members of senior staff. The School carries out an annual self evaluation of the SRE and will ensure procedures are in place to update published policies on websites etc. The Governing body will also ensure that the school has an up-to-date written sex education policy and that is reviewed regularly. The Governing body will ensure consultation will be carried out with parents/carers and the wider community to ensure that the policy takes account of parents'/carers' wishes and meets the needs of the community the school serves.

## **Annex A: The legal framework**

The policy on SRE is based on:

- The Personal and social education framework for 7 to 19-year-olds in Wales.
- Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales.
- Welsh Assembly Government Circular 005/2008: Safeguarding Children in Education.
- All Wales Child Protection procedures 2008.
- The role of local authorities and governing bodies under the Education Act 2002.
- Safeguarding Children: Working Together Under the Children Act 2004 (2007).
- School-based Counselling Services in Wales – a National Strategy (Welsh Assembly Government, 2008)
- Welsh Assembly Government Circular No: 019/2010. Sex and relationships education in schools.
- The Equalities Act 2010.

### **Definition of sex education**

**A.1** Section 579 (1) of the Education Act 1996 gives a definition of 'sex education' as including education about:

- (a) Acquired Immune Deficiency Syndrome and Human Immuno-deficiency Virus, and
- (b) any other sexually transmitted disease.

### **Sex education policy**

**A.2** Governing bodies of **all** maintained schools are required by section 404 of the Education Act 1996 to:

- (a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and
- (b) make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any parent who asks for one.

**A.3** The policy statement must also include a statement about parents' rights under section 405 of the Education Act 1996 to exempt/withdraw their child from sex education.

### **Secondary schools**

**A.4** 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.

### **Primary schools**

**A.5** Section 101(1) of the Education Act 2002 does not require primary schools to provide sex education as part of the 'basic curriculum'. Primary schools can provide sex education but whether they do so is at the discretion of the school.

### **Special schools and Pupil Referral Units (PRUs)**

**A.6** Under section 101 of the Education Act 2002, maintained special schools and PRUs can provide sex education for primary-age pupils and must provide it for secondary-age pupils. There is no requirement for special schools in hospitals to provide sex education, but if they provide secondary education, they must have a policy on sex education, and if they do provide sex education they must have regard to this guidance.

### **Guidance**

**A.7** Where sex education is given, section 403 (1B) of the Education Act 1996 (as amended) requires headteachers and governing bodies to have regard to the National Assembly for Wales' guidance.

**A.8** Section 403 (1C) requires the Assembly's guidance to 'include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.'

### **Marriage, family life and inappropriate materials**

**A.9** Section 403 of the Education Act 1996 requires that the governing body and the headteacher: shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

**A.10** In addition, section (1A) of section 403 of the Education Act 1996 places a duty on the Welsh Ministers to issue guidance designed to secure that when sex education is given to registered pupils at maintained schools:

- (a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
- (b) they are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural background of the pupils concerned.

### **Parent/parental responsibility**

**A.11** Section 576 of the Education Act 1996 defines a 'parent' as follows:

- (1) In this Act, unless the context otherwise requires, 'parent', in relation to a child or young person, includes any person –
  - (a) who is not a parent of his but who has parental responsibility for him, or
  - (b) who has care of the child. Section 3 (1) of the Children Act 1989 defines 'parental responsibility' as follows:

(1) In this Act 'parental responsibility' means all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property. References to parents/carers in this guidance should therefore be taken to include those with parental responsibility or care of a child.

### **Exemption/withdrawal from sex education**

**A.12** 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.

If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

### **The Public Sector Equality Duty under the Equality Act .**

When carrying out functions we have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not.
- foster good relations between persons who share a relevant protected characteristic and persons who do not.

The policy also takes in to consideration the guidance provided by the Equality and Human Rights Commission.

What equality law means for you as an education provider in Wales: Schools.

[http://www.equalityhumanrights.com/uploaded\\_files/Wales/PSED\\_Wales\\_docs/education\\_nsg\\_wales\\_-\\_final.pdf](http://www.equalityhumanrights.com/uploaded_files/Wales/PSED_Wales_docs/education_nsg_wales_-_final.pdf)

## **SEXUAL HEALTH ADVICE AND SUPPORT FOR UNDER 16s**

### **Young people aged between 13 and 16**

The Sexual Offences Act 2003 reinforces that, whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. *(Section 5.4 6.2 All Wales Child Protection Procedures 2008)*

Young people aged 16 and 17 are regarded as adults for the purpose of consent to treatment and are entitled to the same level of confidentiality, provided that the health professional considers them competent to fully understand the implication of any treatment and to make an informed choice about engaging in any proposed intervention. The Fraser Guidelines are used to assess competency.

## **Fraser Guidelines**

The Fraser Guidelines are used to assess competency.

### **16 and 17 year olds**

Young people aged 16 and 17 are adults for the purpose of consent to treatment, entitled to the same level of confidentiality, provided that the health professional considers them competent to fully understand the implication of any treatment and to make an informed choice about engaging in any proposed intervention.

### **Under 16s**

The Fraser Guidelines set out the criteria used to judge whether a young person, under the age of 16, is competent to consent to treatment. The guidelines, in terms of contraception, require that the professional is satisfied that:

- The young person understands the professional's advice
- The young person cannot be persuaded to inform their parents/carers
- The young person is likely to begin, or to continue having sexual intercourse with or without contraceptive treatment
- Unless the young person receives contraceptive treatment their physical or mental health, or both, are likely to suffer
- The young person's best interests require them to receive contraceptive advice or treatment with or without parental consent

The Fraser Guidelines specifically refer to contraception but principles also apply to other treatments, including abortion.

Whatever the outcome of the interview to determine the young person's status in line with the Fraser Guidelines, the consultation should remain confidential.

**A copy of this policy can always reliably be found in:**

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This document has been disseminated in an updated version to:

Staff: ..... Signed .....

Governors: ..... Signed .....

Parents: ..... Signed .....

Pupils: ..... Signed .....

Relevant agencies ..... Signed .....

School Website ..... Signed .....

Date of Approval ..... Date of Renewal .....

**SAFEGUARDING CONTACT NUMBERS  
FOR SCHOOLS AND SUPPORT SERVICES  
FOR CHILDREN**

**FOR CHILDREN**

**TO MAKE A CHILD PROTECTION (CP) REFERRAL OR DISCUSS A CP  
CONCERN CONTACT THE CHILD CARE ASSESSMENT TEAM (CCAT)**

Duty Social Worker Desk:                   **01437 776444**

Out of Hours:                                   **03003 332222**

Duty Managers:                               on ext: **6688**

Or;

Ask for Manager of the Child Care Assessment Team, Tony Mezzetta.

**NB: If you require an urgent child protection response, please state it is a child  
protection issue when you call.**

**FOR ALLEGATIONS AGAINST PROFESSIONALS**

**FOR SUPPORT / ADVICE RELATING TO CONCERNS OF ABUSE BY  
PROFESSIONALS CONTACT:**

Martin Reynolds

Designated Officer for Managing Professional Allegations – 01437 776222

**FOR SUPPORT / ADVICE ON POLICY AND PROCEDURE FOR CHILDREN IN  
NEED, CHILD PROTECTION, LOOKED AFTER CHILDREN AND TRAINING  
CONTACT:**

**Safeguarding in Education Manager**

Cheryl Loughlin       -       01437 776549

**Senior System Leader for Equalities and Safeguarding**

Alastair Birch       -       01437 770148

**For Looked After Children**

Wyn Harries – Teacher for Looked After Children       -       01437 770169

**Please note that this is not a referral service, referral discussion must be made through  
CCAT above where your concerns will be recorded.**