

SEX & RELATIONSHIPS

EDUCATION

POLICY

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| **Sex & Relationships** |

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| **Date** | **Review Date** | **Monitoring** | **Coordinator** | **Nominated Governor** |
| **01/09/2024** | **01/09/2025** | **Annually to Ed Com** | **Steph Stephenson** | **Keith Sinclair** |

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Education Act 1996
* Equality Act 2010
* Independent School Standards (Wales) 2003

The following documentation is also related to this policy:

* A review of healthy relationships education (Estyn, 2017)
* The Welsh Assembly Government Sexual Health and Wellbeing Action Plan, 2010-2015

We believe that schools play a central role in having a positive and sustained impact on children and young people’s sexual health and well-being. We believe that all learners should have high-quality sex and relationships education as part of their ongoing GSE weekly lessons. In order to support this vision, SRE is part of the GSE curriculum. There is currently a weekly GSE slot within the timetable up to Year 11. Sixth Form also receive guidance within their tutorial sessions on a rotational basis.

Through SRE, we educate children about sexual issues in the context of morality, consent and individual responsibility. We believe that schools play an important role in having a positive and sustained impact on children and young people’s sexual health, relationships and well-being. All learners need to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships.

Under no circumstance do we use sex education as a means of promoting any form of sexual orientation. We committed to providing SRE that is objective, critical, and pluralistic as to its content and manner of teaching.

We aim to work closely with parents, carers and governors to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

 Introduction

St David’s College regards Sex & Relationships Education (SRE) as an intrinsic element in helping students to be equipped and empowered to form lifelong sensible, mature, enjoyable, balanced judgements based on knowledge and understanding. SRE addresses physical, moral and emotional development, but also encompasses associated areas: personal relationships, sexuality and sexual health, consent, both physical and emotional.

SRE will be taught as part of St David’s College’s Global Citizenship & Social Education (GSE) programme across all Key Stages in such a manner as to have due regard to moral considerations and the value of family life. It will reflect the aims and values of the school, notably to continue each student’s personal and social development. It will also encourage emotional stability and fulfilment and acknowledge the value of stable healthy relationships, including marriage as an important relationship choice..

SRE will be taught in an objective and balanced manner by staff who have received training in this area. It will link with other areas of GSE such as peer pressure, the Law, risk taking and personal responsibility and will be supported by a variety of external agencies.

**PURPOSES**

The SRE Programme at St David’s College aims to prepare students for a full and healthy life in which they can:

1. develop positive values within a moral framework to help guide their decisions, judgements and behaviour, based on tolerance and an understanding of difference
2. understand human sexuality and be aware and positive of their own sexuality
3. understand the meaning and importance of consent
4. understand the arguments for and benefits of delaying sexual activity in accordance with the legal age of consent, of minimising the number of sexual partners and of having protected sex
5. understand that they have the choice to delay sexual activity or to enjoy intimacy without sexual intercourse
6. understand the consequences of their actions and behave responsibly within sexual and other personal relationships
7. have the confidence and self-esteem to value and respect themselves and others
8. understand the characteristics of positive and healthy friendships and relationships
9. have the skills to judge what kind of relationships they want and ensure all relationships are healthy
10. communicate effectively
11. have sufficient information and skills to protect themselves and others from infection or unwanted pregnancy including contraceptive choices
12. avoid being exploited or exploiting others and respect individual conscience
13. avoid being pressured into non-consensual sex in all forms, including pressure to have unprotected sex
14. understand their rights, responsibilities and opportunities online, including the online risks and what to do and where to get support in relation to issues online
15. access confidential sexual health advice, support and if necessary, treatment
16. know how the Law applies to sexual relationships and behaviour.

**GUIDELINES**

1. SRE sits within GSE and forms part of GSE’s taught content in each year group. The GSE Co-ordinator manages the SRE programme in consultation with the Deputy Headteacher and Assistant Head (Academic).
2. Aspects of SRE occur within the Science curriculum across the Key Stages and they support the SRE taught within GSE.
3. Teaching about physical aspects of SRE will be set within a moral framework, stressing the responsibility of both sexes in sexual matters and encourage students to consider self-esteem, dignity, respect for themselves and others, understanding of the needs and views of others, fidelity, physical dangers and religious beliefs.
4. Only visual aids, films, videos and textbooks approved by health and education professionals will be used in SRE. All materials, videos and other resources will be appropriate to the students and carefully chosen. Parents/ guardians may view them on request.
5. St David’s College considers SRE to be an entitlement for all children, and an important part of a child’s overall education.
6. The Governors are committed to the aim that, as far as possible, all students understand that each individual is unique, and enjoy a commonality of experience. All students at St David’s College have equal access to the SRE curriculum. In liaison with specialists, the GSE Co-ordinator will ensure that the SRE programme recognises individual differences including race, religious beliefs, culture, ethnicity, gender, sexual orientation, socio-economic status, age, or physical abilities.

1. The views of teachers, parents, Governors and students concerning SRE will be sought at appropriate forums in particular, GSE team meetings, Governors’ committee meetings and Student Council meetings.
2. Evaluation and monitoring of the SRE programme will occur during meetings drawing together representatives Leadership Group, the GSE teaching team, Directors of Studies and Heads of Year.
3. Overall responsibility for the quality of provision will rest with the GSE Coordinator, Assistant Head (Academic) and Deputy Headteacher.
4. Sensitive issues will be approached in such a way as to respect diverse cultural and religious views within the school, including topics such as contraception, abortion, sexuality, gender identity and female genital mutilation. Staff will operate within the school’s Confidentiality guidelines and refer any queries to the GSE Co-ordinator.
5. Opportunities for single sex SRE lessons will be made available, if it is deemed appropriate.
6. Over the course of their SRE at St David’s College, at appropriate stages, all students will cover the following:
	* Personal hygiene, physical changes at puberty; menstruation and masturbation.
	* Sexuality including sexual orientation and gender identity
	* Human reproduction and fertility - factually and with the correct vocabulary.
	* Fertilisation - natural and assisted - foetal development and childbirth.
	* Family planning and methods of contraception.
	* Sexual relationships and sexual health, including consent and the age for consent.
	* Sexually transmitted infections (STIs), HIV and AIDS.
	* Abortion.
	* The risks of unprotected sexual intercourse and sexual behaviour when intoxicated.
	* The value of healthy, consensual, loving and stable relationships; basic parenting skills.
	* The Law relating to sexual activity including rape, sexual assault and harassment including the available support.
	* Communication, assertiveness and management of situations involving sexual activity.
	* Online sexual behaviours
	* Dealing with the emotions involved in relationships, sexual or otherwise.

**EQUALITY**

Under the Equality Act 2010, St. David’s has a duty not to discriminate against any of the protected characteristics. Due regard has been given to equality law when developing and implementing St David’s policies, practices and day-to-day activities. St David’s will continually monitor the way this policy operates to ensure it does not unlawfully discriminate, permit harassment or victimisation, or limit equality of opportunity. St David’s is committed to meeting its obligations under the Equality Act 2010 at all times.

**CONCLUSION**

The SRE Policy for St David’s College reflects the School’s aims and complements other associated policies, such as GSE, Safeguarding/Child Protection, Anti-Bullying, Confidentiality, SEN and Equal Opportunities.

It is intended that by following this Policy, St David’s College will enable all students to make informed, reasoned and responsible decisions about their own behaviours, values and attitudes. St David’s College, in partnership with the Governors, the students and the parents of its students, aims to produce well-informed, well-balanced, responsible and caring members of the community, capable of sustaining fulfilling and successful relationships at all levels.