



Ysgol Gymunedol **Llangatwg**
Llangatwg Community School

Main Road | Cadoxton | Neath | SA10 8DB

Sex Education Policy

Ysbrydoli Dyheu Llwyddo **Inspire Aspire Succeed**

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Aims/Objectives

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

Rationale

School recognises that our young people are growing up in a society where sexual exploitation is increasingly prevalent, and where they are under increasing pressure to experiment in sexual relationships.

School further recognises that some young people are able to discuss 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. In particular boys are much less likely than girls to fall within the former group. Additionally, issues of culture, parental understanding, and a child's special education needs may also mean that the school curriculum is the main source of information on these matters for some young people.

School Culture

Sex and Relationships Education (SRE) is a life long process, and encompasses 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 relationship where respect, care and love are a reality. It is also about the teaching of sex, sexuality and sexual health. It is not about promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Special Educational Needs. Learning Difficulties and Pupil Referral Units

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in SRE. In common with their peers the development of this aspect of their education is important to enhance the development of social skills that reduce the risk of abuse and exploitation, and learn what behaviours are acceptable and those which are not.

Staff may find that they have to plan work in different ways to meet the needs of these young people. In addition, young people should not be withdrawn from this aspect of the curriculum in order to focus on national Curriculum Subjects. All staff, ancillary, physiotherapists, nurses, teachers and carers, must follow the school policy when working with these pupils.

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 need to be aware that effective relationships and sex education, which brings an understanding of what is not acceptable in a relationship, and can, lead to disclosure of a child protection issue.

Staff at Llangatwg Community School are familiar with the guidance set out in the **Child Protection Procedures** for Neath Port Talbot and has a designated person who is responsible for these issues.

Within Llangatwg Community School the designated person is Mr Ward Jones

Confidentiality

Pupils within school should be reassured that their best interests will be maintained at all times. It is not possible for teachers or any member of staff within school to provide pupils with an unconditional guarantee of confidentiality. Where confidentiality is to be breached by a teacher then the **pupil will be advised before it happens**, by the teacher, who will arrange support as appropriate. Where abuse is suspected then **CHILD PROTECTION** procedures will be followed.

Pupils will be provided with information on local sources of confidential advice and help, for example, school nurse, school- based counsellor, general practitioner, NSPCC, CHILDLINE or youth advice service. Where disclosures occurs in an inappropriate place or time, the teacher should speak again with the young person before the end of the school day.

Parents and pupils will be assured that personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education within the school's PSE curriculum.

All those contributing to the SRE programme within the 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 SRE within the PSE curriculum

Clear ground rules will be set to allow the establishment of a safe environment, eliminating embarrassment anxiety.

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 will establish clear parameters of what is appropriate and inappropriate. Having clear ground rules will support them in doing this. Where unexpected questions are raised by pupils then teachers will respond by:

Where a question is too personal, reminding pupils of agreed ground rules. If particular support is required then the pupil can be referred to an appropriate person e.g. school based counsellor, nurse helpline, or outside agency.

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.

If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns of sexual abuse, the teacher should acknowledge it and promise to deal with it on an individual basis.

If there is concern over sexual abuse the teacher must follow the school **CHILD PROTECTION** procedures, **AND INFORM THE DESIGNATED PERSON IMMEDIATELY.**

Teachers will provide information on the range of contraception which 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 contraction to use.

Young people need to be made aware of the law relating to sexual activity and how they may gain confidential advice. Ideally, they should talk to adults they can trust, but there may be cases when a teacher learns that a pupil is sexually active. In such circumstances the school should be in a position to ensure 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 should not have to handle such information without parental knowledge

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, and to develop ideas which will make their lives more caring, harmonious and well balanced. The school will endeavor to enable pupils to make informed and responsible decisions regarding sex and relationships.

Education Programme

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

A coordinated approach to SRE is necessary, building gradually on knowledge from year to year. The presentation of sex education within the classroom is a matter for the professional judgment of the Headteacher and designated staff. Teachers will use their professional expertise and facilities together with the support of external agencies. School governors are responsible for ensuring that pupils are offered a programme of SRE. Copies of the school's policy on SRE must be made available on request to parents who have the right to withdraw a pupil from these lessons.