

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



- 1. Introduction**
- 2. Our School and Community**
 - 2.1 Vision
 - 2.2 Aims
 - 2.3 Profile
- 3. Statutory requirements**
- 4. Policy Development**
- 5. Definition**
- 6. Delivery of SRE**
 - 6.1 Strategies for teaching SRE
 - 6.2 Working with others
 - 6.3 Discrimination during delivery of SRE
- 7. Roles and Responsibilities**
 - 7.1 The Governing board
 - 7.2 The Headteacher and SMT
 - 7.3 The Subject Coordinator
 - 7.4 Staff
 - 7.5 Pupils
- 8. Parents' right to withdraw**
- 9. Training**
- 10. Monitoring arrangements**
- 11. Equality**
- 12. Welsh Language Impact**
- 13. Links to other policies**

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



Policy Written June 2018

Policy approved by the Governing Body on: July 2018

Policy will be reviewed by June 2022
(At least once every four years 2022 or earlier if required)

1. Introduction

Ysgol Maes Hyfryd is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Maes Hyfryd promotes respect for difference and diversity through the school's vision, ethos and values, it underpins all we do on a day to day basis.

We try to;

- Ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our pupils' extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our School Council and external support agencies
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation and gender reassignment.

2. Our School and Community

2.1 Our Vision



Skills
Salliau



Wellbeing
Lles



Attitude
Agwedd



Knowledge
Gwybodaeth

We ensure that every pupil reaches their full potential in the four aspects of our vision and in school life. SRE within Ysgol Maes Hyfryd aims to support and address the four aspects of our vision within a holistic approach and discrete lessons

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



2.2 Aims

In December 2017 the Welsh Government release a document entitled 'The Future of the Sex and Relationships Education Curriculum in Wales' The main findings from this document were:

'Children learn about sexuality and relationships long before they start school. As soon as they enter the social world they will be interacting with complex and often contradictory messages about gender, sexuality and relationships from, for example: advertising, books, music, social media and television and from family members, peers and communities. Even very young children will be negotiating a range of social and cultural norms on these issues that will shape their day to day lives and imagined futures. This knowledge, often termed as the 'hidden curriculum' can include misconceptions and misinformation. It can also challenge and exceed adult expectations of what children and young people are learning and experiencing.'

The aims of sex and relationship education (SRE) at Ysgol Maes Hyfryd are to try and challenge the above pre conceived misconceptions we:

- 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

It is intended that a good framework for this area of the curriculum will help our students to develop understanding of their personal growth and relationships, which will form a basis for their adult life.

2.3 Profile

Ysgol Maes Hyfryd is based in Flintshire, North Wales It provides a high quality specialist provision catering for pupils with a wide range of severe and complex needs. All pupils will be given the opportunity of learning in a caring, stimulating environment. Staff and governors are committed to providing for all of our pupils an education of the highest possible quality whilst also catering for varied individual needs where we build on skills needed for their future place in society. In order to provide the pupils with these opportunities we invest a great deal of time and positive commitment into the curriculum development and training, pupil inspired specialist resources and raising standards. All school Governors and employees have responsibility for promoting SRE and adhering to the policy.

The delivery of Sex and Relationships Education at Ysgol Maes Hyfryd takes account of all the afore mentioned factors and consequently some elements can be taught as whole class sessions whereas other elements are tailored to individual student needs. Ysgol Maes Hyfrd delivers its curriculum through a sensory department – they follow the informal and semi-formal curriculum and the three key stages. The curriculum is differentiated and addressed as appropriate taking into account age and ability.

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



3. Statutory requirements

- SRE is a compulsory part of the basic curriculum in secondary schools, under the Education Act 2002.
- Under section 3.6 of the National Curriculum, SRE is compulsory from year 7 onwards.
- Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Welsh Guidance

- In 2010 Wales issued guidance on Sex and Relationships Education, which placed SRE firmly in the context of the United Nations Convention on the Rights of the Child (UNCRC). This guidance emphasises children's rights to access comprehensive SRE enabling children and young people to develop the knowledge, skills and understanding to make informed choices that support positive life experiences; including sexual well-being and healthy relationships. Whilst this guidance is not statutory we at Ysgol Maes Hyfryd adhere to the guidelines.

At Ysgol Maes Hyfryd we teach SRE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff (PSE - Coordinator) pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to review the policy
- Pupil consultation – we took the basis of the policy to school council and investigated what exactly pupils want from their SRE
- Ratification – once amendments were made, the policy was shared with Governors and ratified

5. Definition

Ysgol Maes Hyfryd regards Sex and Relationships Education (SRE) as an important part of a broad and balanced curriculum. SRE is a lifelong learning process which involves acquiring information, developing skills and forming positive beliefs, values and attitudes towards sex, sexuality, emotions, relationships and sexual health. SRE

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



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.

6. Delivery of SRE

Ysgol Maes Hyfryd has a very extensive curriculum that provides entitlement for all through its commitment to equality of opportunity. The components of the National Curriculum are designed to be accessible by all pupils, the school delivers its curriculum through routes for learning (sensory department) up to National Curriculum Level. Ysgol Maes Hyfryd looks to provide integration opportunities into Flint High and other schools as necessary when appropriate to support the needs of our pupils.

Sensory department curriculum

The pupils in the sensory department have either profound or severe learning difficulties with additional needs, such as sensory and / or mobility impairment or require additional support for behavioural or medical needs. All pupils in the department follow personalised learning programmes to meet their academic and communication needs.

Most pupils placed within the sensory department are functioning at the early stages of development.

The informal pathway

Our PMLD pupils follow an informal pathway. This involves five core curriculum domains which is linked to the Donaldson curriculum review and includes DCF. These domains include:

- My Communication
- My Thinking
- Personal care and independence
- My body / physical skills
- Sensory responses

The semi-formal pathway.

Pupils with SLD in the sensory department and in one class in key stage 3 and key stage 5 follow a semi-formal pathway. This involves six curriculum domains and again is linked to the Donaldson review and DCF. These domains include:

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



- My Communication
- My Thinking
- Personal care and independence
- My body and sensory responses
- How my world works
- My creativity

Aspects of SRE are covered within this curriculum and any specific needs led areas are addressed immediately or pupils will join the formal curriculum lessons.

SRE is taught within the personal and social education (PSE) curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). However at ysgol Maes Hyfryd we also aim to deliver a holistic, inclusive and adaptable curriculum, taking into account and valuing diversity and difference, the curriculum will evolve to meet changing biological, social, cultural and technological issues and knowledge as it arises. We aim to attune to our pupils' evolving capacities to see themselves and each other in what they learn and experience (e.g. with peers, family, community, real-world issues etc.).

In addition, pupils also receive stand-alone sex education sessions delivered by the school nurse, outside agencies such as project Jewsi and the class teachers.

Across all Departments and Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Sex and Relationships Education within Ysgol Maes Hyfryd is taught as an integral part of the learning process, beginning in childhood and continuing into adult life. In line with the National Curriculum we offer a broad and balanced curriculum that is accessible to all students. Every teacher will address the individual needs of each student.

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



The context of the curriculum: -

- will help and support students through their physical, emotional, moral and spiritual development
- is set within a moral framework that prepares the pupil for responsible adulthood. It will help the students to make responsible, well informed and reasoned decisions about their lives, both in childhood and adulthood.
- teaches knowledge and awareness of sex, sexuality and sexual health. It develops understanding of human sexuality and the benefits of delaying sexual activity. It helps students to recognise the physical and emotional risks of promiscuity. It teaches how to obtain appropriate advice on sexual health. It does not deal with the physical aspects of sexual behaviour in isolation.
- stresses the importance of personal integrity and the significance of moral values. It presents the facts in an objective and balanced manner to enable the pupils to understand the values and other factors, which influence attitudes and behaviour in society. It prepares the pupils for the opportunities, responsibilities and experiences of adult life, and enables them to develop considered attitudes, values and skills, which influence the way they behave. This will include areas such as internet safety and sexting.
- provides opportunities to develop the pupil's confidence in thinking, listening and talking about sex and relationships.
- encourages pupils to understand that both sexes share responsibilities in sexual and personal matters. It helps the pupils to learn to respect themselves and others and move with confidence and self-esteem through adolescence into adulthood.
- teaches pupils to understand the aspects of the law, which relate to sexual activity and to certain forms of sexual behaviour.
- takes account of parental views and consults with parents.
- takes account of physical and emotional maturity, religion and ethnicity.
- teaches the importance of stable and loving personal relationships, respect, love, care and the building of successful relationships with friendship groups and the wider community.
- teaches the nature and significance of marriage and its importance for family life and the bringing up of children. It also recognises that there are strong and mutually supportive stable relationships outside of marriage. Society is diverse and students will come from a variety of family backgrounds, care will be taken to approach all pupils with sensitivity and respect so that there is no stigmatisation of the students based on home circumstances.

A copy of the schools SRE long term plan or more details is available from your child's form teacher should you wish to know the specific topics being taught each term.

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



6.1 Strategies for Teaching

It is the responsibility of all staff to support students in developing friendship, self-esteem, respect for self and others and family values.

Strategies for teaching SRE at YMH will be tailored to individual student needs and may include the following

- ground rules will be agreed and adhered to between staff and students
- a professional distance will be maintained by staff
- 1:1 personalised work
- Small group
- Class group
- Role play
- Visiting theatre companies
- Videos
- Visiting professional

Because of the very nature of the students at Ysgol Maes Hyfryd much informal personal education takes place during personal care times. However, attention is paid to the physical and emotional maturity of the students as they progress through the school and more formal lessons may take place on an individual or group basis. As students may be drawn from different age groupings, staff will be kept aware of the programme as it progresses, so that they are able to provide support to the students when necessary.

6.2 Working with others

Elements of SRE may be provided by others from the wider community. These may include health professionals, social workers and youth workers. These visitors will only be invited as part of a planned programme and they will be made aware of the school's policy and abide by it. Parents will be made aware of the involvement of the wider community. If parents have made arrangements for the child to have individual lessons with other professionals, parents will be asked to provide the school with written permission before the lessons take place on school premises. The nurses will work within their nursing professional code of conduct.

6.3 Discrimination during the delivery of SRE

The school is opposed to all forms of discrimination based on person's age, disability, race, religion or belief, gender, gender identity, sexual orientation, family background and/or language. Any form of harassment and discriminatory language and behaviour is unacceptable and will not be tolerated at Ysgol Maes Hyfryd. All staff will remain vigilant and deal with any incidents promptly and sensitively using procedures outlined in the Anti-Bullying Policy, which clearly outlines the course of

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



action in such circumstances. Any racist incidents will be reports to Flintshire County Council.

7. Roles and responsibilities

7.1 The governing board

The governing board will:

- Approve the SRE policy, and hold the headteacher to account for its implementation.
- Meet with relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate training as necessary

7.2 The Headteacher and SMT

The headteacher and SMT are responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE (see section 8). The headteacher and SMT are responsible for liaising with other agencies (for example Health Trust nurses/therapists) on matters of Sex and Relationships Education.

7.3 The Subject Coordinator

At Ysgol Maes Hyfryd SRE sits within PSE and as such the PSE subject leader – provides the long term planning for the class teacher to deliver to their class. The PSE coordinator will: -

- ensure that the long term planning includes the relevant SRE areas – lesson outcomes
- identify areas for the development of SRE within the school development plan
- coordinate the purchase and maintenance of resources.
- review Inset needs of all staff and provide suitable training opportunities with the support of the Headteacher.
- disseminate relevant information from any courses to all members of staff.
- keep up to date with any new developments or initiatives – attend the termly PSE – Healthy Schools network meetings.
- develop the long term plan ensuring a whole school approach to the planning recording and assessment.
- ensure that the Sex and Relationships Education policy is reviewed every four years and earlier if necessary.

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



7.4 Staff

All school staff are expected to have regard to this document and to work to achieve the set out objectives. 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 the [non-statutory/non-science] 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.

Confidentiality

There may occasions when students share information with staff. Staff must remind students that they are not able to keep information which may be harmful to themselves or others but must follow the clear guidelines of the safe guarding/ child protection policy.

7.5 Pupils

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

8. Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] 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.

9. Training

Staff are provided with continuing professional development training throughout the school calendar, this will be through staff meetings and upon individual requests for training. Areas identified in staff school development interviews and the school development plan will be acted upon accordingly. The school PSE coordinator will attend termly network meetings and disseminate any information / training as required. The headteacher and coordinator will also invite visitors from outside the

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

10. Monitoring arrangements

The delivery of SRE is monitored by Emma Keyworth (PSE coordinator) and Noel Fitzgerald (Deputy Head, Curriculum coordinator) through:

Planned work scrutinies, monitoring planning, learning walks and lesson observations.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems and fed back to the deputy head at the end of a unit of work. Assessment and record keeping will take place via the student's individual work files and teacher assessment – referencing the learning objectives from the lesson. The sensory department will use their routes for learning assessment. Throughout the year parents will be kept aware of what aspect of sex and relationship education is taking place in order for them to be prepared for supporting their children in the home environment. Aspects of progress and delivery of SRE will be reported on in the students' school report.

11. Equality

As an employer and provider of services Ysgol Maes Hyfryd will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. We 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.

Ysgol Maes Hyfryd values the individuality of all students and is committed to giving each one every opportunity to achieve the highest standards. The expectations of all staff are high and students are encouraged to have a positive attitude and to achieve the best that they possibly can, both in and out of the classroom.

Our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive. We use language that does not offend, and we make staff and students aware of the importance of language. Our resources contain positive images of people with disabilities, and students are able to improve their understanding through activities such as learning to use Makaton. Information can be made available in alternative formats that are clear and user-friendly, as required. This will include Braille,

**Ysgol Maes Hyfryd
Flintshire
SRE (Sex and Relationship Education)
Policy**



audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

The School aims to be inclusive and actively seeks to remove barriers to learning and participation. Therefore, equality of opportunity must be a reality for all our students.

12. Welsh Language Impact

Wherever possible and appropriate, we will use the Welsh language as a natural part of all aspects discussed in this policy document.

13. Links to other policies

Positive Behaviour (Anti-Bullying Policy)

PSE Policy

Sexting Policy

Appropriate use of ICT policy

Equality Policy

Safeguarding Policy

CSE Policy