

1. Introduction

- 1.1 Sex and relationships education (SRE) is a compulsory part of the curriculum in secondary schools under the Education Act 2002. Primary schools are also required to have a policy on SRE outlining details of their SRE programme or explaining their decision not to provide SRE.
- 1.2 Personal and social education (PSE) became a compulsory part of the basic curriculum in both primary and secondary schools in September 2003. Schools are expected to use the PSE framework for planning and delivering SRE and to follow Welsh Government guidance. The most recent non-statutory guidance was published in 2010. Parents have the right to withdraw their child from SRE. Schools have responsibility for the SRE professional development needs of staff, although all staff in Welsh schools are required to complete basic safeguarding training and level 1 training on violence against women, domestic abuse and sexual violence.

2. Definitions and aims

- 2.1 The focus of SRE in schools is around the emotional, social and cultural development of pupils. It 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.
- 2.2 The aims of sex and relationship education (SRE) at Ysgol Nantgwyn are to:
 - 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

3. Teaching, learning and experiences within SRE

- 3.1 SRE is taught within the wellbeing curriculum and through PSE. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- 3.2 Across lower, middle and upper schools, 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
- 3.3 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.

4. Parents' right to withdraw

- 4.1 Parents have the right to withdraw their children from the components of SRE.
- 4.2 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.

Monitoring arrangements

The delivery of SRE is monitored by the faculty of life within the school's quality framework.

Workload Impact Assessment

Policy name:	Accessibility Plan
Date of assessment:	
Assessed by:	

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.