



Greenfields School

Sex Education and Relationships Policy

2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
09/23	1	J. Parry	Review and amendment
08/24	2	R. Hill	Review and amendment
09/25	3	R. Redman	Review and amendment
03/10/25	4	Creslyn Singh	Review and amendment

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

Aim

This policy is written in conjunction with The Curriculum for Wales – Relationships and Sexuality Education Code. RSE Code supports schools to design their RSE and Sex and relationships education in schools

The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

These strands allow us to design and develop a curriculum tailored to their learners, making connections and developing authentic contexts for learning across the curriculum. The Welsh Government committed to covering the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support.

We must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development and historical trauma. RSE must be appropriate for each learner, meaning that learners' needs of similar ages may differ given their individual factors. Greenfields School will be sensitive to the delivery ensuring factors are considered prior to delivery.

Greenfields School intends to deliver this area of the curriculum.

- 1 To promote informed responsible choice in respect of sexual behaviour, with due regard to moral consideration and the value of family life and the bringing up of children.
- 2 To provide graduated learning experiences appropriate to the needs of the students, in order to assist them to come to terms with their own sexuality.
- 3 To enable students to communicate their feelings about themselves and for other people in an appropriate, acceptable way.
- 4 To help students build caring, responsible relationships within the home and outside the family and to prepare them for committed adult relationships.
- 5 To enable students to learn about and as far as possible, manage effectively the developmental changes of adolescence.
- 6 To acquaint students with the currently acceptable standards and norms of behaviour and the legal constraints on sexual behaviour
- 7 To enable students to make informed decisions on socially sensitive aspects of sexuality.
- 8 To provide students with information about the range of facilities for support which are currently available to them, both within the school and the community, e.g. counselling, family doctors, family planning clinics and ChildLine.

Equal Opportunities

All students regardless of their sex, race, religion, nationality will have the opportunity to be included in that part of the sex education programme which is relevant to their age. Children will, however, be protected from teaching and materials which are inappropriate having regard to the age and religion and cultural background of the students concerned.

Learners need to develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Learners need to be supported to recognise and value different types of relationships, including families and friendships, as well as the diversity within different types of relationships, including LGBTQ+ diversity, and that these can change over time.

Developing empathy, compassion and communication skills are critical to learners' relationships now and the relationships they will form in the future. This will also support respect, understanding and equitable treatment for others, whatever their sex, gender, sexuality, faith or belief.

Organisation & Content

This area will be taught expressly and also embedded throughout the curriculum and in the school environment through the whole school approach.

The sex education & relationships lessons will help students:

- * begin to know about and have some understanding of the physical, emotional and social changes which take place during puberty;
- * know the basic biology of human reproduction and understand some of the skills necessary for parenting;
- * recognise the importance of personal choice in managing relationships so that they do not present risks, e.g. to health, to personal safety;
- * understand that diseases (including HIV) can be transmitted in many ways, in some cases sexually;
- * discuss moral values and explore those held by different cultures and group;
- * understand the concept of stereotyping and identify its various forms;
- * be aware of the range of sexual attitudes and behaviours in present day society;
- * understand that people have the right not to be sexually active; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors which influence sexual behaviour and their consequences.

In early development, learners need to experience contexts for understanding the importance of maintaining personal health and well-being, including hygiene, and how this may impact on themselves and others. This progresses to applying broad principles of health and hygiene within sexual health.

We will build on the positive behaviours and skills of healthy relationships. It reinforces the requirement to support learners to develop empathy, kindness and compassion towards each other and empowering them with the confidence to draw upon available support if they are concerned about their own safety or that of others. Learners should be supported to understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support. They should be supported to understand that exercising their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who can support their safety. This includes through a number of legal protections that exist for all. Criminal law makes such behaviours unlawful and there are criminal sanctions for those found guilty of committing such offences. Learners need to develop an understanding of the social, emotional, physical and legal nature and impact of harmful behaviours, including all bullying, and LGBTQ+ based bullying, sexual violence and gender-based violence in a range of contexts, including online.

Use of an Outside Speaker

No outside speaker will be invited into school to address students, unless the member of staff responsible for sex education in consultation with the Head of School, are satisfied that the speaker will deliver their speech in line with school policy. At all times, a member of staff will accompany the speaker and be instructed to intervene if necessary.

Alternative areas of the Curriculum

It is inevitable that the teaching of apparently unrelated topics in other subject areas will occasionally lead to a discussion of aspects of sexual behaviour. Such discussion will be relatively limited and set within the context of the other subject concerned in a whole school embedded approach to this area of the curriculum. In such cases the teacher will balance the need to give proper attention to relevant issues with the need to respect students' and guardians' views/sensitivities and class grouping.

Advice to individual Students

On the specific question of the provision of contraceptive advice to students under 16, the general rule must be that giving an individual student advice on such matters without parental knowledge or consent

from parents or social worker would be an inappropriate exercise of a teacher's professional responsibilities.

Where circumstances are such as to lead the teacher to believe that the student has in mind a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has a general duty to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the Headteacher adhering to our safeguarding processes.

Where the student is under age, the Headteacher should encourage the student concerned to inform the guardians and to follow this up with the student. Teachers should be careful not to guarantee confidentiality but to use their professional judgement, consulting colleagues, if appropriate. Whether the specialist support services should also be involved will depend upon the particular circumstances and the professional judgement of the Headteacher/DSP.

The only exception to the above procedure will be in instances where child abuse is suspected. On these occasions Child Protection/Safeguarding Procedures are to be followed.

All secondary schools must provide sex education (including sex education about HIV and AIDS) for all students.

Greenfields policy: DEALING WITH SEXUALITY AND PERSONAL RELATIONSHIPS

The forming of healthy and appropriate personal relationship with young people is an important process.

Staff should strive to be appropriate role models behaving at all times in a warm, caring and professional manner promoting the use of positive attitudes towards self-management and social responsibility. Praise, encouragement and reward reinforce this. We endeavour to create a climate where co-operation, courtesy and consideration for others will flourish.

We will consider all influences – social and environmental that will have affected the young people in our care, behaviourally and/or emotionally. We will sensitively and appropriately work towards improving self-esteem and self-worth with support from our Consultant Psychologists, Forensic Psychotherapists, and Psychotherapists etc.

Coming to terms with sexuality for adolescents can be difficult and young people should always have questions regarding sexual matters answered properly.

Young people may occasionally try to proposition members of staff verbally. This may manifest itself as a teenage crush, which if dealt with appropriately can help a young person to establish acceptable boundaries appropriate to their age and stage of development. At all times, staff should be aware of this and at the slightest suggestion of concerns are to be reported as in line with our safeguarding policy.

Any member of staff behaving in such a manner will be subjected to the company disciplinary procedure.

Current Provision

Greenfields School offers advice and guidance to all students in relation to sexual health and relationships. School teaching staff will deliver sex and relationships training to all students as part of the School curriculum.

The sexual health outreach worker will be visiting the School to deliver group training to students and work with individual students where required. SD(Teacher) and SW (Careers Coordinator) are C-Card trained and are able to provide contraception advice and guidance to all students that attend School.

This policy should be read in conjunction with the following school policies, strategies and documents:

Safeguarding Policy
Whistleblowing Policy
Curriculum Policies
Additional Learning Needs Policy
And other relevant policies

This policy will be reviewed annually and or as required.

In accordance with Standard 7, 33 (k), of The Education (Independent Schools Standards) Regulations 2014 and the Independent School Standards (Wales) 2003, Greenfields School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

Headteacher:	Creslyn Singh	Date:	9 th September 2025
Deputy Head:	Rhys Redman	Date:	9 th September 2025
Regional Lead:	Rob McConomy	Date:	9 th September 2025