



Branas School

Sex Education and Relationships Policy 2025-2026

Article 14

You have the right to privacy.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 34

Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.

Article 35

I should not be abducted, sold or trafficked.

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| Implemented | By Whom | Last Review | By Whom | Next Review |
| February 2018 | Lesley Rhodes | 2026 | G Ashley | Feb 2027 |

Document History (last 3 versions)

| Date of Issue | Version No. | Person(s) responsible for change | Nature of Change |
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| 02/2018 | 1 | L.Rhodes | Review and amendment |
| 02/2019 | 2 | T.Lewis | Review and amendment |
| 02/2026 | 3 | G.Ashley | Review and amendment |
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Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE's, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”

“Cymuned a’i chynefin, sy’n chymuned â chalon”

OUR MISSION STATEMENT:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our young people develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

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 young people, 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 young person’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 pupil, meaning that pupils’ needs of similar ages may differ given their individual factors. **Branas School will be sensitive to the delivery ensuring factors are considered prior to delivery, by liaising with both the School Nurse and lead therapist. Plans are then put together and delivered accordingly.**

Branas 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 young people, in order to assist them to come to terms with their own sexuality.
- 3 To enable pupils to communicate their feelings about themselves and for other people in an appropriate, acceptable way.

- 4 To help young people build caring, responsible relationships within the home and outside the family and to prepare them for committed adult relationships.
- 5 To enable young people to learn about and as far as possible, manage effectively the developmental changes of adolescence.
- 6 To acquaint young people with the currently acceptable standards and norms of behaviour and the legal constraints on sexual behaviour
- 7 To enable young people to make informed decisions on socially sensitive aspects of sexuality.
- 8 To provide young people 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, school nurse, therapists, family doctors, family planning clinics and ChildLine.

Equal Opportunities

All young people, 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. Young people will, however, be protected from teaching and materials which are inappropriate having regard to the age and religion and cultural background of the young person concerned.

Young people need to develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Young people 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 pupils' 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 pupils:

- * 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, young people 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 young people 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. Young people 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. Young people 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

The School Nurse will be invited into school to address pupils, as 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 pupils' and guardians' views/sensitivities and class grouping.

Advice to individual Students

On the specific question of the provision of contraceptive advice to young people 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 young person 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 young person 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 young person is under age, the Headteacher should encourage the young person concerned to inform the guardians and to follow this up with the young person. 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.

Branas School 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

Branas 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 young persons 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, Branas School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

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| Headteacher: | G. Ashley | Date: | |
| Deputy Head: | G. Evans | Date: | |
| Regional Lead: | | Date: | |