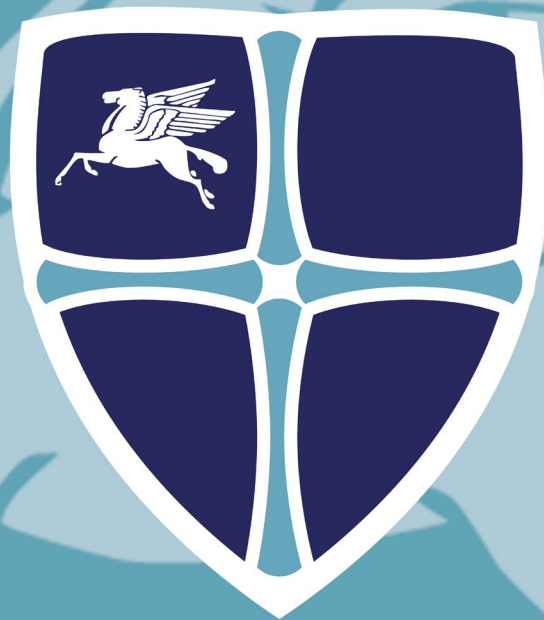


Wellfield School



Relationships and Sexual Education Policy

Chair of Governors – Mrs N Wood

Headteacher – Ms S Hammond

Updated – June 2022

Review Date – July 2023

WELLFIELD COMMUNITY SCHOOL

This policy was developed in response to Relationship and Sex Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

1. THE CONSULTATION PROCESS HAS INVOLVED:

- Review of RSE curriculum content with staff
- Consultation with school council
- Consultation with wider school community e.g. school nurse, EDS
- Consultation with school governors

2. WHAT IS RELATIONSHIP AND SEX EDUCATION?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE should provide a clear progression from what is taught in primary school relationships education.

3. PRINCIPLES AND VALUES

In addition, Wellfield School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

Relationship and Sex Education in this school has three main elements:

4. ATTITUDES AND VALUES

- learning the importance of values, individual conscience and moral choices;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

5. PERSONAL AND SOCIAL SKILLS

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made; managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

6. KNOWLEDGE AND UNDERSTANDING

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

7. AIMS

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary know how the law applies to sexual relationships.

8. ORGANISATION AND CONTENT OF RELATIONSHIP AND SEX EDUCATION

Wellfield school specifically delivers Relationship and Sex Education through its PD Programme in KS3 and RE and Science lessons at KS3 and KS4 and assemblies throughout both key stages.

At the start of the autumn term the whole of Y7 complete a survey on their RSE education. This is important to see the baseline that the pupils have and also to gather pupil voice on what they find comfortable to talk about. The survey is re done at the end of Y7 to see if their views have changed.

Much of the Relationship and Sex Education at Wellfield takes place within PD sessions. Tutors generally deliver the PD Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by staff in the science department.

KS3 – Biology Genetics and evolution. Pupils are taught about reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, fertilisation, gestation and birth. The development of the foetus and the effect of maternal lifestyle on the foetus through the placenta.

Y7 have a Positive relationships and body image session at the end of Easter term, led by their tutors.

Y8 take part in a Safety Carousel organised by Durham Police on the last day of the Summer term, which covers drugs, anti- social behaviour, domestic violence and relationships

KS4 Biology - Health, Disease and the Development of Medicines including the relationship between health and disease. Co-ordination and control in animals and plants including the use of hormones in human reproduction and the control of the menstrual cycle including IVF and contraception. Genetics and evolution including genetic diseases and embryo screening. Asexual and sexual reproduction, genetic engineering and cloning. The role of hormones in the human menstrual cycle. The affect and prevention of STI's, this is also reinforced with a visit during lesson by the school nurse

KS4 Health and Social Care. The units covered are: Human lifespan development, Healthy living, Promoting Health and Wellbeing and Human Body Systems and care of disorders. The course also covers different cultures, diversity and respect
KS4 English – Romeo and Juliet discusses what is love, sex before marriage, beliefs etc. Character relationships in, for example ‘An Inspector Calls’ and Romeo and Juliet are also discussed

RE - Y9 have a visit from the school nurse to discuss delay and relationships/self esteem
KS4 RE – discuss Abortions and Marriage and the family

Wellfield school also has a rolling programme delivered by the RSE lead. This is a member of staff who has been appointed to oversee the RSE delivery in school.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PD coordinator who will help with planning or delivery lessons if required.

The school nurses hold a ‘Drop In’ clinic every Tuesday for an hour after school.

9. INCLUSION

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

10. RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

11. CONFIDENTIALITY AND SAFEGUARDING

It should be made clear to pupils that teachers in school cannot guarantee absolute confidentiality if they have any concerns about the safety and well-being of a child. This should be made clear when forming the class Ground Rules or Group Agreement.

Young People under the age of 13

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made either to share or not to share information.

Young people between 13 – 16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive

sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Frazer Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'

12. PEER ON PEER ABUSE

The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. Wellfield School has a clear set of values and standards, and these will be upheld and demonstrated throughout all

aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned Personal Development programme. Such a programme has been developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and will tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

13. MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION

It is the responsibility of the PD Co-ordinator to oversee and organise the monitoring and evaluation of PD, in the context of the overall school plans for monitoring the quality of teaching and learning. The PD programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice-yearly monitoring and evaluation exercise led by the School Leadership Team.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Relationship and Sex education policy, and on support and staff development, training and delivery.