



Sex and Relationships Policy

Policy created: June 2011 by Y Logan-Winters

Updated: October 2014

Ratified by Outwood Grange Academies Trust Feb 2015

Contents

| | |
|---|----|
| Context of the policy | 3 |
| General aims | 4 |
| Academy outcomes | 4 |
| Delivery of the Programme | 5 |
| Ensuring a common approach | 6 |
| Safeguarding children against sexual exploitation | 6 |
| Parents/Carers..... | 8 |
| Involvement of outside agencies | 8 |
| School age parents | 8 |
| Appendix 1 - RSE Programme | 10 |
| Appendix 2 Letter to parents | 11 |
| Appendix 3 – Safeguarding Referral Form..... | 12 |
| Appendix 4 - ACRONYMS | 13 |

Outwood Grange Academies Trust – Sex and Relationships Education Policy

Introduction

Relationships and Sex Education at Outwood Grange Academies Trust aims to provide a forum for addressing the following problems.

The UK has the highest teenage birth rate in Western Europe.

The rate is highest in the most economically disadvantaged communities and amongst the most vulnerable young people

Wakefield has one of the highest rates in the UK.

More than half of the under 16s use no form of contraception the first time they have sex. (Wakefield research 2008).

Early sexual experiences tend to be linked to risky behaviour with alcohol and other drugs.

Lack of knowledge and media pressure are often cited as explanations for the distribution of teenage pregnancies.

The following policy is an integral part of the general package of policies relating to student Health and Wellbeing, and particularly the associated policies for Drugs alcohol and Tobacco Education and Teenage Pregnancy. It should be in conjunction with both the Child Protection procedures and the Academy Confidentiality Policy.

Relationships and Sex Education is mainly delivered as part of the National Curriculum 2008 Science program of study and the LIFE program which addresses the PSHE (Personal Wellbeing and Economic Wellbeing) which includes statutory Citizenship and RS at KS4.

LIFE is the Trust's discrete program delivered to Years 7, 8, 9, 10 and 11 and complemented by the KS5 Guidance course.

Context of the policy

“Sex and relationships education should be firmly rooted in the framework for PSHE.” DfCS 2000

At Outwood Grange Academies Trust we believe that effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but should be firmly rooted within the framework for PSHE and the National Curriculum 2013, which are part of the academy's desire to put students first and raise standards and expectations for all.

We believe that students should learn the significance of marriage and stable relationships as key building blocks of community and society. They need also to be given accurate information and be given the opportunity to develop skills to enable them to understand difference and respect themselves and others to help in preventing and removing prejudice. Students should learn to understand human sexuality, learn the reasons for delaying

sexual activity and the benefits to be gained from such delay. They need to learn about obtaining appropriate advice on sexual health.

Sex and relationship education should also contribute to promoting the spiritual, moral, cultural, mental and physical development of students while in the Academy and preparing students for the opportunities, responsibilities and experiences of adult life.

NB Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

General aims

The General Aims in work with students are to:

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

Academy outcomes

At each Academy we will:

- recognise and address the entitlement of all students to the provision of accurate knowledge and information with regard to personal, social and moral development;
- assist young people to prepare for the challenge of adult life, by supporting them in their physical, moral, cultural and social development;
- provide students with opportunities to discuss and consider sexuality and personal relationships and thereby allow them to enter adult life with knowledge and confidence;
- enable young people to embark on relationships in safety, and the ability to communicate and discuss their feelings;
- ensure that teachers have the confidence and competence to address the subject matter sensitively and in full knowledge of their legal responsibilities.

In line with national initiatives we hope, to assist in reducing the levels of child sexual exploitation, teenage pregnancy and sexually transmitted diseases by helping students be able to:

- gain accurate knowledge about sex and dispel myths and misunderstanding;
- learn about sex within the context of family life;
- be aware of their own sexuality and understand human sexuality;
- have an understanding of the law regarding sexual relationships;
- understand the consequences of their actions and the need for responsibility within a relationship;
- consider the complexities and values of friendships and parenthood;
- develop self-esteem and self-confidence and thereby to avoid exploitation and pressure;
- have and utilise the knowledge and skills necessary to protect themselves and their partners from unplanned conceptions and sexually transmitted diseases;
- be aware of where to obtain confidential sexual advice and support and/or treatment if necessary.

RSE is delivered within the Curriculum. Aspects of this are taught within Science, through LIFE, Religious Studies lessons, Drama and English. The mapping of this provision is in the Academy's PSHE and Citizenship audit (LIFE) audit

Delivery of the Programme

1. National Curriculum Science

Key focus areas:

At KS3 students are taught about:

- Physical and emotional changes associated with adolescence;
- The human reproductive system, fertilisation and the menstrual cycle;
- Development of the foetus;
- How the growth and reproduction of bacteria and viruses affect health;
- Within the context of Science, students at KS3 also learn about contraceptive methods and how they work.

Parents/carers have the right to withdraw their children from these lessons only. Parent/carers are made aware of this through the parent/carer handbook.

At KS 4 students are taught about:

- Hormonal control of the menstrual cycle, including the effects of the sex hormones;
- Some medical uses of hormones including the control and promotion of fertility (contraceptive pill and fertility drugs);
- Ethical issues surrounding IVF
- Issues relating to sexually transmitted infections;
- The defense mechanism of the body (and how this relates to HIV infection);

2. Life

This course complements the provision outlined above and supports the teaching of RSE by dealing with social and moral issues and delivering specific areas of the sex education curriculum.

The delivery of the curriculum is summarised in appendix 1. This shows the content, year group and subject area in which the former is met.

Ensuring a common approach

The Head of the relevant Department or Faculty in each academy has an overall responsibility for RSE.

RSE within LIFE is taught by a team of teachers who will be trained accordingly.

In other areas subject teachers may be involved in aspects of RSE such as discussion work or role-play.

Support will be provided to facilitate training, or team teaching assistance as appropriate. Staff should not feel vulnerable or de-skilled and should ask for help from Learning managers or Head of Culture and Society if uncertain.

Science and LIFE meetings provide opportunities to discuss training needs and share good practice and concerns.

Ensuring safe teaching and learning.

Before embarking on lessons of a sensitive nature it is important to remember to negotiate ground rules with the group so that both tutor and students can work in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality. This is also set in the context of the confidentiality policy

Teaching should offer students the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.

Teaching should at all times take place in the context of an explicit moral framework.

The emphasis of teaching of RSE within LIFE will always be on the importance and understanding of personal relationships and the right of the individual to make informed choices.

Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.

Teaching should take place in mixed gender groups but there may be occasions when this is complemented by single sex sessions dealing with male or female health or hygiene issues.

Teachers should avoid the expression of points of view that may be seen as biased.

Teachers are reminded that it is inappropriate for teachers to give students advice on matters such as contraception. They should be encouraged to seek help from an appropriate agency or individual such as the school nurse or Learning Manager. Black packs or information leaflets are distributed to all students in Year 9. Students are also given the web address of local help (www.Wfact.com)

If a student has embarked on a course of action likely to place him/her at risk, the teacher has a responsibility to ensure that they are aware of the implications of their behaviour. (Refer to Safeguarding procedures and Confidentiality Policies).

Safeguarding children against sexual exploitation

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Through the PHSE programme each Academy will promote models of healthy and consensual sexual relationships. Empowering young people to make positive choices in their relationships is fundamental to them making informed decisions that protect them from sexual exploitation.

The Trust is aware of the risks associated with pupils with poor attendance records and will follow the available guidance on managing attendance, determined by the assessed level of risk using the Local Authority guidelines.

Each Academy will be vigilant in being aware of any activities by adults towards pupils which cause concern. This may involve adults who loiter outside the Academy or who are suspected of inviting students to their homes. In such cases, schools will link with Police and call 101 immediately to report any concerns.

The Academies will employ the following steps;

Step 1: Identifying Cases

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

Step 2: Referring cases will be made depending on the issues identified to the following;

- outside agencies
- social care
- police
- school nurse
- educational welfare officer

Step 3: Assessment

Step 4: Supporting victims out of CSE and in recovery through;

- personalised workshops
- counselling services
- sexual outreach
- allocated mentor (6th form students)
- personal safety workshops
- e-safety workshops

Step 5: Ensuring child victims are supported by the Designated Safeguarding Officer

Parents/Carers

Parents are informed of the Trust's policy with regard to RSE in the parent/carer handbook.

Parents have the right to ask their children to be withdrawn from aspect of RSE except for that covered by National Curriculum 2008.

If parents have concerns they should contact Academy to ask for clarification of the policy and to seek more information about what is being taught.

Removing your children from lessons – the process

Parents may withdraw their children from Sex Education at any time in the Academy year, but it would be most helpful if such a decision could be taken at the start of the academic year.

Decisions to withdraw children from aspects of Sex Education should be put in writing to the Academy Principal. Students who have been withdrawn from Sex Education lessons will be accommodated in the Academy under the supervision of a Learning Managers or the Library/Learning Centre Manager. The notice of removal from lessons will be treated in a sensitive way, to ensure that students are not made to feel excluded from the class. The usual teacher will be informed of the removal and the reasons for it.

We acknowledge that this is a particularly sensitive area for parents and should you have any concerns, or require further information, please do not hesitate to contact; one of the Vice Principals or the Head of Department/Faculty.

Involvement of outside agencies

Help-lines for sexual and relationship advice are to be clearly displayed on year notice boards, Library notice boards, Learning Manager notice boards or at the Student Information desk.

School nurses, health visitors and other health professionals may be involved from time to time in the Personal, Social, Health & Economic Education, Citizenship & Religious Studies programme. When in a teaching situation, they should adhere to the Academy RSE policy. Staff are trained to adhere to professional guidelines.

Outside visitors should be arranged through the Head of Department/Faculty who will complete the necessary agreements and arrangements.

School age parents

In cases of suspected pregnancy please refer to the Trust's Teenage Pregnancy policy.

Education of school age parents – also refer to these guidelines.

The Trust acknowledges that school age male parents will also need consideration and support.

Appendix 1 - RSE Programme

| | |
|---|---------|
| Making decisions when alone | Year 7 |
| Dealing with dangerous situations | |
| Avoiding vulnerable situations | |
| Making the right choices | |
| Personal safety | |
| Friendship | |
| Puberty | Year 8 |
| Emotional changes in teenagers | |
| Reproduction | |
| Parenting | |
| Single parents | |
| Forced Marriage | |
| Domestic Violence | Year 9 |
| What is Love? | |
| Marriage | |
| Relationships | |
| Virginity | |
| Consenting Age | |
| Homophobia | |
| Child safety | |
| Personal safety 2 | |
| Staying safe | |
| Social media and grooming | |
| Prejudice | Year 10 |
| Self-Image | |
| Staying safe 2 | |
| Social media e-safety | |
| Female Genital Mutilation | Year 11 |
| Child Sexual Exploitation- Staying Safe | |
| Child Trafficking | |
| Sex Drugs and Alcohol | |
| Saturday Night Out | |

Appendix 2 Letter to parents

The Education Act 1996, legislates that Sex Education, including education about HIV and AIDS and other sexually transmitted diseases, must be provided for all pupils.

At Outwood Grange Academies Trust, Sex Education is dealt with as modules within our Science and LIFE programs.

These modules are integral to our approach to developing a “Healthy Academy”. Issues such as contraception and moral values are dealt with in a positive, helpful and sensitive manner, with high regard to “the value placed upon stable family life, marriage and the responsibilities of parenthood”, along with “the importance of self-restraint, dignity and respect for themselves and others”. We regard this as an extremely important area of our work; one in which an effective partnership with parents is essential.

We are sure that everyone is aware that the law gives parents the right of withdrawal from Sex Education. The procedures for withdrawal are covered in the Policy, and they are included below for your information.

By law, parents may only withdraw their children from aspects of Sex Education not directly covered by the National Curriculum, (i.e. at Key Stage 3 – Work on contraceptive methods and how they work; at Key Stage 4 other methods of contraception and sexually transmitted diseases.)

Removing your children from lessons – the process

Parents may withdraw their children from Sex Education at any time in the Academy year, but it would be most helpful if such a decision could be taken at the start of the Academy year. Decisions to withdraw children from aspects of Sex Education should be put in writing to the Academy Principal.

Students who have been withdrawn from Sex Education lessons will be accommodated in Academy under the supervision of the Librarian. The notice of removal from lessons will be treated in a sensitive way, to ensure that students are not made to feel excluded from the class.

We acknowledge that this is a particularly sensitive area for parents and should you have any concerns, or questions please contact **[place name of contact here]**

Yours faithfully

Sex Education

| | | | |
|------|--|-----|--|
| Name | | VMG | |
|------|--|-----|--|

I agree/do not agree to my son/daughter receiving sex education at Outwood Grange Academies Trust

Signed: _____ Parent/Carer

Date: _____

Appendix 3 – Safeguarding Referral Form

SAFEGUARDING INCIDENT RECORDING SHEET

(Once completed pass to Designated Person with responsibility for Child Protection or the Principal)

| | |
|--|--|
| Full name of Young Person | |
| Date of Birth and Address | |
| Year & VMG Group | |
| Date of Incident (day/month/year) | |
| Time of Incident (24 hour clock) | |
| Location | |
| Observed by (full name and position) | |
| Detailed Observation | |
| Concerns | |
| Have you spoken to the young person? | |
| What was said? (Please record in the young person's own words) | |
| Have you spoken to the parents/carers? | |
| What was said? (include full name of parent/carer spoken to) | |
| Referred to | |
| Your Name | |
| Your Position | |
| Signed | |
| Date and Time of Record | |

Appendix 4 - ACRONYMS

| | |
|---------------------|--|
| RSE | Relationship & Sex Education |
| LIFE | A course, delivered to all students in Years 7 - 11, enabling students to receive their full entitlement to personal, social and health related issues. |
| PSHREC | Personal, Social, Health & Economic Education, Citizenship & Religious Studies Citizenship A programme delivered during Life and Active Learning lessons, covering issues allowing students to take their place in Society. |
| KS3 Key Stage 3 | (Years 7-8 inclusive) |
| KS4 Key Stage 4 | (Years 9-11 inclusive) |
| National Curriculum | A prescriptive programme of study for all subjects and all years |
| Praising Stars | Six times yearly review of effort |
| SOW | Scheme of Work |
| FGM | Female Genital Mutilation |
| CSE | Child Sexual Exploitation |