



Walkwood
Church of England  Middle School

Relationships and Sex Education Policy

Governing Body Committee responsible:

Pupils and Curriculum

Approval granted:

4 March 2019

Review date:

Spring 2020

“But take care that this liberty of yours does not somehow become a stumbling-block to the weak.”

1 Corinthians 8: 9

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Introduction

At Walkwood Church of England Middle School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services, at Walkwood Church of England Middle School. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

- To provide a description of how Relationships and Sex Education is delivered, monitored and evaluated in the school.
- To set out the framework of values which guides the delivery of Relationships and Sex Education and the wider pastoral care of pupils, and contributes towards the ethos of the school.
- To communicate young people's legal rights to seek confidential advice, support and treatment around their sexual health and also parents' legal right to withdraw their children from Relationships and Sex Education.
- To describe how young people can be helped to access confidential help both within school and in the community.

Definition of Relationships and Sex Education

The 2017 Children and Social Work Act placed a duty on the Secretary of State for Education to make Relationships Education compulsory in all primary schools and Relationships and Sex Education (RSE to replace SRE) compulsory in all secondary schools.

Relationships and Sex Education is lifelong learning about physical, moral and emotional development and the importance of marriage, stable and loving relationships, respect, love and care. Relationships and Sex Education also includes teaching about sex, sexuality and sexual health whilst not promoting any particular sexual orientation or early sexual activity.

Relationships and Sex Education is not just learning about growing up, changes and reproduction, it is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.



- **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, and making responsible and safe decisions, including online.
- **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, and promoting gender equality.

Principles

All those who teach aspects of Relationships and Sex Education within school, including visitors, are expected to be guided by the following principles that represent the tenets held in common by the whole school community. The teaching of Relationships and Sex Education will encourage pupils to:

- Value and respect themselves.
- Honour others for who they are.
- Value healthy sexual relationships which are based on mutual respect, care and goodwill.
- Honour difference in people’s religion, culture, sexual orientation, physical and mental ability, appearance and social background, and show tolerance in interactions.
- Honour their own and others’ rights to make choices in sexual relationships, after having accepted responsibility for considering the consequences of those choices.
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

The Department for Education document ‘*Keeping Children Safe in Education*’ states:

“All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.”

(DfE, March 2015, para 8)

Learning outcomes for Relationships and Sex Education

By the end of Key Stages 2 and 3, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships, including sexual relationships. They will also have considered their own and others’ attitudes towards relationships and sex, as they begin to develop positive beliefs which will guide them in making healthy choices in their future relationships. They will have learnt about their own development and how to keep themselves safe.



The delivery of Relationships and Sex Education

Relationships and Sex Education is co-ordinated by the Head of Spiritual and Social Education, and is taught this subject at Key Stages 2 and 3. The learning is on the emotional and safety aspects of Relationships and Sex Education.

Biological aspects of Relationships and Sex Education are taught within the Science curriculum.

The teaching methods used within Spiritual and Social Education follow established good practice and include small group work, active learning, discussion, role-play and project work. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions, and pupils are encouraged to reflect on their learning.

Pupils at Key Stage 2 receive four lessons in each two-week timetable cycle, while those in Key Stage 3 receive three lessons a fortnight of Spiritual and Social Education. Within that curriculum time a number of lessons are allocated to Relationships and Sex Education within each year group. This series of lessons will take place during the second half of the Spring Term, with lessons being year group specific and age-appropriate.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to contribute to Relationships and Sex Education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Head of Spiritual and Social Education will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's Relationships and Sex Education programme. A teacher will be present during the lesson.

Monitoring and evaluation of Relationships and Sex Education

The Head of Spiritual and Social Education collects evidence for the monitoring and evaluation of the Relationships and Sex Education programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms. Parents' views are welcomed at parents' evenings. Any staff development needs will also be identified.

Withdrawal of pupils from Sex and Relationship Education and complaints procedure

Parents are informed of their legal right to withdraw their child from Relationships and Sex Education before the start of the teaching in the Spring Term. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head of Spiritual and Social Education to discuss the matter. Pupils cannot be withdrawn from any part of Relationships and Sex Education which falls within the National Curriculum.

Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head of Spiritual and Social Education.



Equal Opportunities

Relationship and Sex Education in the school is guided by other school policies including the Equal Opportunities Policy, Anti-Bullying Policy and Child Protection, all available from the school website.

The school aims for all pupils to have equal access to the Relationships and Sex Education curriculum and to sources of help and support. Pupils whose parents have withdrawn them from Relationships and Sex Education are still entitled to receive information about how they can access confidential help and advice.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in Relationships and Sex Education, and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Confidentiality and young people

Under the common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission, except for the purposes of Child Protection.

Under 16s' entitlement to confidential health advice and treatment

The School Nurse and other health professionals follow guidelines, which allow them to give advice and treatment to young people under 16 years old without the knowledge, or consent of the parent/s, if that is in the young person's best interests. They will, however, encourage the young person to talk to their parent/s. Only in cases where there is abuse or serious risk of harm, would the health professional follow the county Child Protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure. When the school nurse sees pupils on a one-to-one basis, she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

Relationships and Sex Education lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this. Pupils will each be given a Worcestershire's Little Directory by the end of Year 8. Knowledge of sources of local help and support should prevent the need for pupils to seek help from a teacher for their personal and health needs.

Confidentiality guidelines for teachers

The use of ground rules and distancing techniques in Relationships and Sex Education should prevent the disclosure of personal information by pupils in the classroom. Pupils will be taught



that teachers cannot guarantee confidentiality, but that the school nurse and other health professionals can guarantee confidentiality, except in cases of abuse or serious harm.

Disclosure

Some situations are statutorily clear:

- a child under the age of 13 can never legally consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

If a teacher learns of, or suspects, that any of these situations apply to a child then the matter must be discussed with the Designated Safeguarding Lead. The Designated Safeguarding Lead can advise whether the child protection procedure needs to be followed.

A pupil with a learning disability may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the Designated Safeguarding lead as above.

The Designated Safeguarding Lead will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

Sexual violence and sexual harassment

The school's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The victim may not make a direct report or disclosure. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is dealing with the alleged incident. If in any doubt, they should speak to the designated safeguarding lead (or an Alternate Safeguarding Lead).

The school recognises that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than our school's community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or



alleged perpetrator) to become marginalised and excluded by both online and offline communities.

Pupil support services available in school

The school nurse is available to speak to upon request. Pupils/parents are referred through the Designated Safeguarding Lead. The nurse is able to offer all pupils confidential health advice and support on any issue. In an emergency, *she may take a pupil out of school* for further treatment. All the above pupil support people work together, and with form tutors and the senior leadership team, but they will not share personal information about pupils without their permission, unless there are Child Protection concerns.

Support for pregnant teenagers and young fathers

Any pupil who is continuing with a pregnancy, will be given time with the Designated Safeguarding Lead and the relevant College Leader to ensure she knows how she may continue her education within this school. This discussion will include advice on benefits and child-care as well as local support. The school nurse will help her to access antenatal and post-natal care.

The school will also be sensitive to the needs of young fathers, ensuring support around behaviour of peers and information on sources of advice on legal and other issues.

Procedure for supporting those infected with HIV or Hepatitis B or C

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Designated Safeguarding Lead and no one else. She/he will tell the pupil this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.



Appendix 1

Points of contact for Sex and Relationship Education

Head of Spiritual and Social Education: [Mrs L Baker](#)

Designated Safeguarding Lead: [Mrs R Perks](#)

Alternate Safeguarding Leads: [Mrs J Harris](#)

[Mr S West](#)

[Rev C Leach](#)



Appendix 2

School Health Nurses



Worcestershire Health and Care **NHS**
NHS Trust

INTRODUCING



Starting Well
in Worcestershire



School Health
Nurses



Health Visitor



Breastfeeding
support



Reach4wellbeing

We have just gone live with a new service called Starting Well in Worcestershire, an integrated public health nursing service in partnership with Worcestershire County Council, bringing together School Health Nursing, Health Visitors, Breastfeeding Support and Reach4Wellbeing.

Throughout February we will be focussing on each element of the Starting Well service, providing information including how to contact the service and referral information

First up is School Health Nursing:

All children who attend Worcestershire schools have a named school health nurse. We offer a confidential service and are able to provide support and help to children, young people and their families. There are 6 localities across the county: Worcester City, Wyre Forest, Redditch, Bromsgrove, Wychavon and Worcester West & Malvern. We are based at GP surgeries or in health clinics across the county and are contactable as follows:-

- Bromsgrove Team: 01527 488314
- Worcester West and Malvern: 01684 612662
- Redditch: 01527 488777
- Wyre Forest: 07501228263
- Wychavon: 01905 681025
- Worcester City: 01905 681616

We offer a year round service and provide cover Monday – Friday 8.30am – 5pm

What can you expect from us:

All children will be sent a school entry health questionnaire. This questionnaire focuses on the general health and wellbeing of the child and family; the school health nurse may offer a face to face health interview. We also carry out a National Child Measurement Programme (NCMP) which measures the height and weight of children in reception class (aged 4 to 5 years) and year 6 (aged 10 to 11 years). We also carry out a hearing screening for all children in reception. We offer a face-to-face high school drop in service in all secondary high schools, or the young person can text us on 07507 331750 (chat health).



We can offer support with issues such as self-harm, sexual health, relationships, bullying, healthy eating, emotional health and lifestyle choices.

If required, you can speak to one of the School Health Nurses who can help with signposting to other services. These can include:

- Community Paediatrics
- Occupational Therapy,
- Child and Adolescent mental health services (CAMHS)
- Speech & Language
- Young Carers
- Education (working with schools).
- GPs

How can you contact us?

Professional referral

Any professional who works with children can refer into the service by telephone using the numbers above.

Parent referral

We accept direct referrals into the service from parents either by phone (above details), direct contact or via their children's school reception/teacher.

Young person referral

Young people can refer into the service either by making an appointment at school or by turning up to a drop in session (reception will know when the School Health Nurse will be in school).

Every secondary school across the County has a named School Health Nurse. They can also access us by telephone, as above or by texting Chat health (07507 331750) from Monday – Friday 9am - 4pm.

Who works in the School Health Nursing service?

The School Health Service is mainly made up of Specialist Community Public Health Nurses, Community Staff Nurses who have a variety of skills, academic qualifications and expertise within varying areas such as sexual health, children's health, mental health, health promotion and teaching. We have Health Care Support workers with a range of training and skills working with children, young people and parents, alongside the school health nurses on a day to day basis and supported by administration staff.

Regards

Starting Well team

For more information visit the Trust website



Appendix 3



All of the adults around **you** think that your health, safety and welfare are very important. This school respects **you** and it works to help protect your rights.

“Show your wonderful love. Your mighty arm protects those who run to you for safety.”

Psalm 17: 7

- We want **you** to grow up as a good character.
- We do our best to help **you** make good progress in lessons.
- We teach **you** how to recognise risks in different situations, and how to protect yourself and stay safe.

Your personal well-being is very important to us.

You too can help other people.

Your care in all our hands

How are you protected?

We provide **you** with a safe environment to learn in.

We help to ensure that **you** remain safe at home as well as at school.

We help **you** to understand that it is important for you to know where to get help if **you** are worried or unhappy about something.



Need to talk?



You can talk to any adult in our school if you need to.

Remember you have caring **Tutors**, **Pastoral Managers** and **College Leaders** who are there for **YOU**.

In school there are three people whose job it is to help further with home issues, they are

Mrs Perks, **Mrs Harris** and **Mr West**.



Here for you whenever you need to talk.

Call: 0800 1111

