

MANCHESTER HEALTH ACADEMY

SEX AND RELATIONSHIP POLICY

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Approval History

Approved By:	Date of Approval	Version Approved	Comments
DCSF	1 st June 2009	V1	
PSG	18 th June 2009		Minor amendments required
Audit Committee	27/04/17	V2	Approved

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
01/0609		V1	BASE DOCUMENT		
2-7-09			Add in 'about'.	No	KJ
April 2017		V2	Policy updated and put into standard policy format	No	HW

1. Purpose

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

In 2000, the Department for Education and Employment (DfEE, now DfE) published "Sex and Relationship Education Guidance". This policy addresses issues raised within this document as well as supplementary guidance produced by Brook, the PSHE Association and the Sex Education Forum, "SRE for the 21st Century". (2014).

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), whilst the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

2. Scope

The objective of sex and relationship education is to help and support all young people through their physical, emotional and moral development. Young people will learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is of paramount importance.

3. Responsibility

Any school that provides SRE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000).

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of all students at the Academy and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

The Principles of high quality sex and relationship Education are set out below

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation

- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

4. Our Approach

Sex and relationship education is included within the health and essential skills curriculum, Science and RE. Students in KS3 receive one health lesson a week for one term and during this time learn about reducing risk from drug and alcohol consumption, identity, body image, healthy relationships. Puberty is also delivered in Science and by the school nurse who deals with the emotional impact of physical changes. The Healthy Schools BOOST programme is delivered at key stage 3 and has been developed to empower students to be assertive in their relationships and to make positive decisions around their own well being. In the next academic year the new resilience curriculum will be timetabled and delivered to all students across both key stages. This will further embed SRE themes.

The Academy utilises the new Healthy Schools I Matter preventative safeguarding resource so that learning can be shared throughout the whole school community. I Matter is based on the 'PSHE Association programme of study for PSHE education' (2016), 'Keeping Children Safe in Education' (Department for Education (DfE), 2015) and key findings from the OFSTED 'Not Yet Good Enough' report (Ofsted, 2013). The project aims to develop young people's knowledge, skills and attributes to identify and manage risk to keep themselves and others safe. Themes at both key stage 3 and 4 include:

- well being – self esteem, assertiveness, mental health, anxiety and depression
- online pressures - sexting, cyberbullying, online pressures and relationships, gender and the media and pornography
- relationships – gender and sexuality, relationship abuse, consent and the law
- sexual health – puberty and reproduction, pregnancy and options, condoms and sexually transmitted infections
- current issues - forced marriage and honour based violence, grooming and child sexual exploitation, female genital mutilation, online propaganda and extremism.

5. School Health Service

The school nurse provides one to one confidential support for students across all year groups. Her extended role includes contraceptive advice, emergency contraception, pregnancy testing and screening for sexually transmitted infections as well as referral onto outside agencies for further support. She also provides specialist health education expertise in the delivery of 'sensitive' topics within both the health curriculum and the I Matters safeguarding curriculum. She acts as an advocate for the "Chat Health" service which is a confidential phone line for students, providing direct access to a school nurse. This facility encourages students to seek help for a number of reasons, including sexual health matters.

6. External Support

- The Healthy Schools team provides sex and relationship education support from Natalie Dodd, the Health Improvement Practitioner for Safer Choices. Support includes staff training, resource development, referral to other agencies, contribution to Health Days, assembly and lesson input as well as guidance around current legislation and national policy.
- The Proud Trust delivers KS4 sessions around LGBT themes.
- "Outloud" theatre workshop is delivered annually to year 7 students around homophobic bullying.
- Footlights Theatre production for KS4, 'Invisible', highlights issues such as sexual and domestic abuse, depression, drugs and peer pressure.
- Post 16 students attend the annual "Love Safely" event organised by young people and supported by external agencies. Themes include CSE, sexual health and contraception.
- Brook provides training for pastoral year leads as part of the wider Condom Distribution scheme. This allows staff to work confidentially with students in order to compliment the extended role of the school nurse.

7. Rainbow Flag Award

The Academy will work with the Proud Trust to achieve the The Rainbow Flag Award. This is a quality assurance framework for schools, primary and secondary. Through a process of self assessment and ongoing monitoring and feedback, the Academy will determine how well we are providing safe and supportive environments for lesbian, gay, bisexual and transgender (LGBT) students, taking a whole Academy approach. The award will focus on six key areas: effective teaching, supportive governors and parents, effective policies, inclusive curriculum, pastoral support and student voice.

The Academy will be encouraged to implement change and make improvements in each area where individual colour badges are available, with a full Rainbow Flag Award badge being presented upon satisfactory standards being met in all areas.

8. Staff Training

Specialist staff training is accessed through the Healthy Schools team, Brook and the Proud Trust. Themes covered include meeting the needs of LGBT students, self esteem and BOOST training. PREVENT training will take place annually for all staff.

9. Health Day

Health Days take place on two occasions during the year. During Term 1 sessions are used to provide compulsory sex and relationship education for both KS3 and 4, supported by the School Nurse and the Healthy Schools team.

10. Assembly

PSHE themes are covered within assembly as well as specific SRE subjects such as HIV and World Aids Day.

11. Assessment

Students are assessed via the PSHE Education Programme of Study Key stages 1-5. It is important for students to have opportunities to reflect on their learning; assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that SRE/PSHE is having for students and for whole Academy outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Assessment is in line with the Academy Target Setting and Assessment Policy 2016/17. All students will be assessed termly via a three part assessment and feedback given to provide evidence of understanding of key SRE themes.

12. Withdrawal of students

Parents / carers have the right to withdraw their children from any or all parts of the Academy's programme of Sex and Relationships Education, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of Academy staff to ensure the supervision of withdrawn students.

13. Recent Policy Statement – March 2017

The Secretary of State for Education has confirmed the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the

Children and Social Work Bill on 1 March 2017 which is intended to come into effect from September 2019.

14. Related Documents

Brook, PSHE Association and Sex Education Forum (2014). Sex and relationships education (SRE) for the 21st century.

DfEE (2000) Sex and Relationship Education Guidance.

DfE (2017). POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Healthy Schools Manchester – Safeguarding Curriculum for Manchester Schools. (2016).

OFSTED (2013) “Not yet good enough: personal, social, health and economic education in schools”.

Manchester Health Academy Target Setting and Assessment Policy 2016-2017

PSHE Association (2017). PSHE Education Programme of Study Key stages 1-5

UKCCIS (2016). Sexting in schools and colleges: Responding to incidents and safeguarding young people

Appendix A

CONFIDENTIALITY IN SEX AND RELATIONSHIPS EDUCATION LESSONS

(There is a detailed Confidentiality policy available).

Confidentiality on the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

General advice to teachers

Disclosures may take place at an inappropriate place or time. If this happens, the teacher should talk again with the student before the end of the Academy day. The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the student.

Teachers do not have to break a confidence if in their professional judgement it is in the best interests of the student. They are not legally bound to inform parents, or the head teacher, of any disclosure, unless the head teacher has asked them to do so. Teachers should only break confidentiality if they believe that a student is at risk of physical or sexual abuse. In such cases, the member of staff responsible for child protection issues (the Designated Safeguarding Lead) should be contacted and the Academy's procedure followed.

In the rare circumstances that confidentiality is broken, the student should be informed first of why and how confidentiality is broken and then supported through the ensuing process. Students should not be asked to repeat a distressing disclosure to several people unnecessarily

If a young person discloses a sexual activity, a teacher can:

- * check it is a consenting relationship and, if there is any possibility of abuse, follow the Academy's child protection guidelines;
- * encourage and support the young person to talk with their parents;
- * give information on contraceptive methods and local services and refer them to a health professional for confidential advice;
- * make an appointment and / or accompany them if necessary;
- * reassure them that if confidentiality is broken the young person will be informed first;
- * maintain confidentiality if it is in the best interests of the student.

Appendix B.

1 WITHDRAWAL FROM SEX AND RELATIONSHIPS EDUCATION LESSONS (OTHER THAN NATIONAL CURRICULUM SCIENCE)

NAME OF STUDENT:

TUTOR GROUP :

DATE OF PARENT'S / CARER'S REQUEST FOR WITHDRAWAL:

SUBJECTS INVOLVED:

ANY SPECIAL COMMENTS BY PARENTS / CARERS TO BE MADE KNOWN TO
TEACHING STAFF (N.B. PARENTS / CARERS DO NOT NEED TO STATE THEIR
REASONS FOR WITHDRAWAL):

SIGNATURE OF PARENT / CARER:

SIGNATURE OF INTERVIEWER:

SUBJECTS AFFECTED WITH TIMES: