

# Sex & Relationship Policy

## Malbank School

Updated summer 2019 by Alistair Reed- Head of Character Education

### 1. Context

'Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care, whilst recognising that there are strong and mutually supportive relationships outside marriage. It is also about the teaching of sex, sexuality, and sexual health.

### 2. Principles and Aims

Sex and relationships education within the School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy and independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender and/or sexuality, to contribute.

'PSHE Association'

- 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 (social media), 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

## MORAL AND VALUES FRAMEWORK

Malbank School enjoys a distinctive ethos and long-standing traditions. The School strives to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, gender, sexual orientation, disability or social class. Whilst the School believes that pupils should be taught about the nature and importance of marriage for family life and bringing up children it recognises that stable relationships are key building blocks of community and society.

The sex and relationship education programme will reflect the School ethos and demonstrate and encourage the following values:-

- Respect for self and others
- Respect for differences
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality

Underpinning these values are the British Values.

We are also committed to implementing the SEAL (Social and Emotional Aspects of Learning) agenda throughout our teaching of SRE.

### 3. Delivery

Sex education is just one facet of Personal, Social and Health Education, known at Malbank as PDL, which should be seen in the context of the overall aims of the School and its curriculum principles.

Whilst all young people are entitled to receive sex education we believe that it should not be taught in isolation, but should be placed within a broader framework of encompassing personal development, interpersonal relationships and values.

The programme will be delivered through a number of subjects, including PDL, RE, and Biology, as well as special Health Days and Enrichment Days eg. Year 9 Health Workshops. PDL takes place once a fortnight with form tutors delivering the curriculum in Key Stages 3 and 4. Lessons are planned in relation to the National Guidance and in consultation with students and staff. The work specified within the science orders will be delivered within the science curriculum.

We believe that Sex and Relationship Education should be dealt with by experienced teachers and tutors who know the students that they are working with well. Tutor groups are mixed ability. Ground rules for dealing with difficult questions are set by the teacher to ensure that trust and respect are maintained.

The SEN Department tailors individual guidance on sex and relationships to pupils who are on the autistic spectrum.

Staff training is made available to tutors within Key Stage team meetings and staff inset days. All staff receive the statutory Child Protection level 1 accreditation on a 3 year cycle. Additional training can be applied for in relation to CPD targets.

Students are consulted about the content and delivery of the PDL programme via student council meetings and student forums on equality.

#### 4. Care, guidance and support

It is our policy to use the expertise of external agencies to support our Sex and Relationship programme at appropriate stages throughout the School. They include representatives from: The School Nurse Team; CAMHS: CASADT

The Police

Charities

The local community

Representatives from the School Nurse team provide onsite drop-in opportunities for students and liaise closely with members of the Access Team. The Assistant Head (Inclusion) liaises with staff and external agencies to ensure coherence and development and chairs the STAR meetings weekly, made up of the Access Team in order to monitor the progress of vulnerable pupils and develop individual support programmes.

The Inclusion Mentor supports vulnerable pupils who are referred to her by either SLT or the Access Team on a one-to-one basis by offering advice on such things as self-esteem building, relationships, sexual health and well-being. She offers a drop in session during two lunch times a week.

The Family Support Worker, employed by the EIP, supports vulnerable pupils and families upon referral, offering them a range of intervention packages on such areas as health, relationships, behaviour management. She is subject to the Child Protection policy of Action 4 Children.

Where appropriate pupils have access to special interactive workshops on sex and relationship issues eg sexual bullying, by the Safeguarding Children in Cheshire Team or Performing Arts groups such as the Ludus Dance Company production highlighting Teenage Pregnancy.

#### **WORKING WITH PARENTS**

The School is committed to working with parents. Parents can, under Section 405 of the Education Act 1996, withdraw their child from sex and relationship lessons:-

*"If any parents of any pupil.....requests that she/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn".*

Students who are absent from School during sex and relationship education may access advice from their tutors, Pastoral Managers or at drop-ins with the School Nurse. Before any Sex and Relationship lessons are taught parental consent is needed.

#### 5. Confidentiality

Whilst staff will work to ensure the best interests of all students, teachers cannot offer or guarantee absolute confidentiality. If a member of staff is concerned or suspicious about signs of abuse, they should report these to the designated member of staff responsible for children protection, (Mrs Janine Edwards – Assistant Headteacher)

If disclosure is made by a student to a member of staff about issues related to pregnancy, contraception, STIs, alcohol or drug related issues the information should be passed on to a member of the Access Team who will liaise, in the first instance, with a member of the School Nurse team. Other specialist agencies may be contacted for support. Students will be kept informed about the need to make such contact. They will be given information about further sources of confidential help.

Key workers will use their judgement about when and if parents are informed. It should be in all but the most exceptional circumstances e.g. where there are concerns about child abuse. The

Headteacher should be made aware of disclosures about child abuse and cases of confirmed pregnancy.

The School Nurse can offer and guarantee confidentiality (unless child protection issues are involved) in a one-to-one situation with individual students and is under no obligation to contact parents. (The criteria for exercising professional judgement are based on the "Fraser Guidelines"). She holds a drop-in session once a week which all students can access and she has access to student medical records within School. She may instigate child protection procedures without reference to the School. She will liaise with Key Stage Leaders and the Assistant Head (Inclusion) when appropriate. In a classroom situation she follows the School's confidentiality policy.

Whilst on School premises the Connexions representative is subject to the same guidelines as members of staff in relation to confidentiality and child protection.

Referrals about students with health related problems are made to/between Key Stage Leaders, the SENCO, and Connexions Advisers using school documentation.

### **FRASER COMPETENCY**

This competency is used to consider the ability of children and young people under the age of 16 to give informed consent. It originally addressed the question of the rights of children/young people under the age of 16 years of age to consent to treatment on their own behalf and was reviewed by the courts in 1985, in connection with contraception (The Fraser ruling).

In the case of *Gillick V West Norfolk and Wisbech Area Health Authority* in 1986, The House of Lords reviewed the issue of consent with regard to young people under the age of 16, and ruled that they could give valid consent to medical treatment, as long as they had sufficient understanding and intelligence to appreciate fully what was proposed, and are capable of expressing their own wishes. Lord Scarman identified the principle that parental rights yield to the person's rights to make up their own decision when they reach a sufficient understanding and intelligence to be capable of making up their own minds on such matters.

*This principle has been extended beyond consent to medical treatment and has been used in subsequent legislation e.g. Children Act 1989.*

## **1. Procedures**

### **A CHILD UNDER THE AGE OF 16 IS HAVING, OR CONTEMPLATING HAVING SEX**

Explain the issues surrounding confidentiality and child protection to the student, preferably before a disclosure is made.

Discuss the nature of the relationship and the pros and cons of beginning/having a sexual relationship at this stage (cons to include legal position re: under age sex, possible health related problems).

Encourage the student to talk to their parent/carer.

Refer student to confidential advisors e.g. School Nurse, Family Planning Centre, Doctor for advice about contraception.

Any request for information about emergency contraception should be directed to the School Nursing service. In her absence refer the student to the duty pharmacist, GP or Family Planning Centre. A student who asks for this advice more than once should be referred to the School Nurse for further counselling.

In the case of suspected/known pregnancy staff should liaise with the Key Stage Leader who will make every effort to support the student's disclosure to their parent(s) before making a referral to the School Nurse.

Liaise with the designated member of staff responsible for Child Protection or the Headteacher if there are concerns about the nature/content of the disclosure.

### **ANSWERING DIFFICULT QUESTIONS**

Teachers should establish with the young people a set of ground rules so that all concerned are aware of the parameters.

### **PROCEDURES FOR POLICY MONITORING AND EVALUATION**

Students, staff and parents will be consulted regularly about the content and delivery of the sex and relationship programme. This will inform any further policy development.  
The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

**LINKS WITH OTHER POLICIES**

- Equality
- Safeguarding and Child Protection
- Anti-bullying
- PHSE
- SEN

Next Review Date: Autumn Term 2020

Signature of Headteacher.....

Signature of Chair of Governors.....

Date.....