

SUMMERFIELD EDUCATION CENTRE

SEX AND RELATIONSHIPS POLICY

1. Rationale

At Summerfield Education Centre, we are committed to the health and wellbeing of our students. Relationships and Sex Education provides students with opportunities for acquisition of the skills, understanding and emotional tools required to make safe, informed choices in a full range of personal relationships. A positive self-image - coupled with appreciation of the importance of a healthy, responsible lifestyle - encourages students to develop their ability to develop and manage fulfilling, meaningful and mutually respectful relationships with others.

2. Definition

At Summerfield Education Centre, we define 'Relationships and Sex Education' as

"Learning about relationships, sex, sexuality, emotions, sexual health and ourselves."

We have adapted this definition from the Sex Education Forum.

3. Legislation

- Schools have a statutory duty to **promote the well-being of pupils** under Section 38 of the Education and Inspection Act 2006 and **to make arrangements to safeguard and promote the welfare of children under Section 175 of the Education Act 2002.**
- We consider RSE to be an entitlement for all of our young people and our provision is inclusive regardless of gender, cultural background, special educational needs and sexual orientation, taking full account of the requirements of the Equality Act 2010.
- The Learning and Skills Act (2000) states that young people should learn about marriage and its importance for family life and for parenting. Young people should also be protected from inappropriate teaching materials.

All teaching materials that support RSE at Summerfield Education Centre are approved by the PSHE teacher. Clear criteria will be applied to ensure that resources are relevant, inclusive, up-to-date and appropriate for use with our
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students, providing them with positive, healthy and unbiased information. This also applies to any resources used by the RSCW team, who provide invaluable opportunities for our young people to learn through PSHE-related activities whilst in residence.

- Within the remit of the Education Act (1996), the 'sex education' elements of Science National Curriculum are mandatory; this includes anatomy, puberty and the biological aspects of sexual reproduction. As Summerfield Education Centre does not include Science on its curriculum, these aspects will be taught within PSHE Lessons. An up-to-date policy must be in place and the RSE programme should include information about STIs and HIV / AIDS at a minimum.
- Parents have the right to withdraw pupils from RSE outside NC science.

Less than 1% of parents nationally exercise this right to withdraw their children from RSE. Where parents/carers at Summerfield Education Centre are considering this, we would encourage and invite them to contact the PSHE Co-ordinator. Together with the Safeguarding Lead, the PSHE Co-ordinator will talk through the RSE provision with parents, reassure and, where possible, find solutions to enable the young person to experience the planned learning. It is important that parents are given the opportunity to reflect upon the impact that withdrawing their child may have. Parents will also be supported in their crucial role of talking to their children about relationships and about sex.

4. Consultation

In the development of this policy, there was consultation involving the following parties:

- Groups of students
 - Student questionnaires, surveying what students think they should learn
 - Student Council
- Evaluation of existing practice by the PSHE team, alongside the Safeguarding Lead
- Consultation with the wider school team, to include RSCWs
- Consultation with the Governors

The policy will be distributed to all members of staff at the school and made available to parents upon request. Staff professionalism surrounding all aspects of the delivery of Relationships and Sex Education is of paramount importance. Please see Teachers' Standards 2012, Personal and Professional Conduct e.g.

'Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;'

'Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.'

5. Aims

The PSHE department is committed to achieving the following in respect of the RSE programme:

- To provide a safe, nurturing, mutually respectful environment where students can share their thoughts, opinions and values without fear of ridicule or judgement;
- Due to the nature of the pupils who attend Summerfield Education Centre pupils will be taught in single sex groups;
- To empower students with the confidence to explore their understanding and awareness of their own sexuality;
- To develop a positive framework of morals and values that will shape students' ability to develop safe, meaningful, non-coercive relationships with others;
- To encourage students to challenge stereotypical assumptions and resist pressure from others, including the media;
- To encourage students to take responsibility for their own personal hygiene and preventative care, such as self-examination and smear testing;
- To provide signposting and access to external organisations for students, where necessary - as well as developing students' knowledge of services available to them;
- To equip students with the ability to develop and maintain a healthy self-image (including body image and self-esteem) and a positive outlook towards meaningful relationships;
- To develop students' knowledge and understanding of the fundamental biology surrounding anatomy, sex, sexual intercourse, pregnancy and birth;
- To make students aware of the prevention, signs, symptoms and risks associated with sexually transmitted infections (STI's) including HIV and AIDS;
- To encourage students to make reasoned, informed decisions and take personal responsibility for their own actions and attitudes;
- To help students to recognise and manage risky situations, and equip them with the confidence and emotional tools required to make the safe, informed decisions required to keep themselves and others safe;
- To help students to recognise unhealthy and/or abusive relationships, and to ensure that they have the knowledge and skills to enable them to access appropriate help and support where needed;
- To ensure that young people understand the laws surrounding sexual activity and the importance of mutual consent;
- To encourage students to communicate effectively in an adult manner, through the use of appropriate language and terminology;
- To explore the interaction between friends, culture, family and faith when developing personal attitudes towards different relationships;

- To encourage students to explore the importance of equality within different relationships and the value of stable relationships;
- To enable students to explore the idea of 'readiness' for sex and that decisions about sexual activity are a personal choice, rather than being determined by others or influenced by the media;
- To enable students to feel confident about exploring different types and levels of intimacy, as alternatives to sexual intercourse;
- To explore what 'Trust' is and why it is important when forming and maintaining relationships with others.

6. Overall Organisation, Delivery and Content of RSE

Relationships and Sex Education at Summerfield Education Centre is delivered through the PSHE curriculum. Aspects are also covered through the Citizenship programme. Parts of the RSE curriculum may be taught in any other subject, where necessary to support the curriculum.

The PSHE curriculum is delivered to students via means of a subject teacher, qualified teaching staff and the consistent in-class support of dedicated teaching and learning support assistants. In addition to the school's team, specialist external agencies continue the delivery of the RSE programme where appropriate. Currently, these agencies include:

- School Nurse
- The Sexually Harmful Behaviour Team
- CAMHS
- Educational Psychologist

We have a measured approach to the use of external agencies to support our curriculum and the following questions are used to help make decisions about the rationale for the use of these agencies, in partnership with teaching staff:

- What 'additionality' will this agency bring to the learning experience for our students? How will we capture that as enhanced outcomes?
- What specialist skills or knowledge will the agency bring to the learning experience beyond that which the teacher alone can provide?
- How far is the support provided by this agency sustainable and part of our planned PSHE programme?

Where a clear rationale exists for delivering aspects of RSE in partnership with external agencies, the following must always occur:

- A Partnership Agreement will be completed in advance, formalising the arrangement and providing clarity to all aspects of the planned learning opportunity;
- The RSE Policy will always be provided in advance and the external agency must fully understand the requirement to work within that policy at all times.

This applies equally to Registered General Nurses within the Solihull Education Authority, unless they are working on a one-to-one basis with an individual student (see 'Confidentiality' below).

Students have stated in our focused discussions with them that they have no preference over the gender of the staff delivering the RSE programme, provided that the staff concerned are adequately trained to do so and able to create an appropriate classroom environment. Both male and female members of staff are now involved in the delivery of the programme.

The content for RSE is outlined in Appendix 1. Our developing provision for the non-statutory elements of RSE will carefully reflect this framework and the needs of our ever-changing cohorts of young people.

We aim to ensure that every young person at the school feels confident to ask questions pertaining to relationships and sexual health of any trusted adult within the school. Where they are unsure of facts, students should feel comfortable to ask questions about relationships and sex without fear of admonishment, embarrassment, ridicule or judgement. It is paramount that students always receive a positive, factually accurate response. Staff should seek to answer questions from students in a supportive way that provides factually accurate information and signposting to other services where appropriate. Questions of a personal nature, whether asked by students or adults, are always deemed to be inappropriate. Where, on occasion, staff feel that they may not be 'best placed' to answer certain questions, they should seek to consult with the PSHE Co-ordinator or another professional who is confident in speaking with the student. We use the following strategies to ensure a consistent approach to supportively responding to student questions:

- Thanking the student for the question and clarifying the meaning e.g. "That's a really interesting question; could you help me to understand your question a little bit more?"
- Thanking the student for the question and acknowledging that you need to think about it e.g. "That's a really interesting question; I need to think about that. Can I come back to you later?" This provides an opportunity for staff to consider their response, possibly with a colleague. It is important to come back to the student within an agreed timeframe.
- Explore the issue together as a class e.g. "That's a great / interesting question, what do we all think and know?"
- Rely on scientific language and facts to shape your supportive response.

The use of professional judgement is imperative when considering responses to sensitive questions, and Child Protection procedures should always be considered and adhered to. All Child Protection concerns should be referred to the school's Designated Safeguarding Lead immediately, in line with LSCB and school procedures. To support this, staff should consult the school's Child Protection Policy and LSCB protocols, including the Multi-Agency Protocol for Identifying and Responding to Cases of Harm Arising from Under Age Sexual Activity.

7. Confidentiality

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of our pupils and we therefore actively signpost confidential support services that can be accessed by our students. In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly, while still protecting privacy and safeguarding students.

Effective teaching and learning in PSHE / RSE actively encourages pupils to share thoughts and voice opinions. It is therefore important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom.

Within school, the following protocol must be followed:

- Staff in school can never promise unconditional or absolute confidentiality;
- All RSE planned learning will take place within a safe learning environment, underpinned by negotiated and agreed ground rules in the classroom (including each student's signed RSE contract);
- Ground rules need to make explicit to students that staff have a duty to protect young people from significant harm.

As a school, we and our partners work within Solihull's agreed protocols with regard to confidentiality whereby we are all expected to:

- Provide supportive opportunities for pupils to talk
- Only talk in a professional manner about pupils and their families
- Never promise unconditional confidentiality (keeping a secret) to a pupil
- Where other professionals work to their own codes of practice, confidentiality must be clearly explained to pupils from the outset
- Where worries exist about a pupil's safety and where there is a need to discuss this with another adult, initial discussions would maintain anonymity. Where this is no longer possible, the pupil would always be informed of the need to share and be appropriately supported
- Potential safeguarding issues i.e. risk of significant harm, are always referred to the designated member of staff for Child Protection.

8. Monitoring and Evaluation

Putting this policy into practice is the responsibility of all members of the school community in their daily contact with students. The Governing Body, as well as the PSHE Co-ordinator and Safeguarding Lead, have ultimate responsibility for ensuring that the policy is adhered to. The PSHE subject leader is responsible for

monitoring and evaluating the effectiveness of RSE. This is to be achieved through lesson observations, focussed discussions with staff and with students, assessment strategies, scrutiny of annotated planning and evaluations by staff and by students. Subsequently, this will feed into the planning cycle to enhance provision and to meet the needs of our young people.

Written by: Bev Petch (Lead Consultant for PSHE within Solihull LEA) and adapted by Tina Whitehouse, Head Teacher Summerfield Education Centre.

Date revised: 21 January 2019

Appendix 1: SRE for the 21st Century – Supplementary guidance developed by the PSHE Association, Brook, and Sex Education Forum

<https://www.psheassociation.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

Ratified by the Management Committee of Summerfield Education Centre:

Date:13.2.19



Signed: