

Classification:

Public

# Sex and Relationships



**Bishop  
Perowne**  
Church of England College  
**Endeavour Forever**

Title: Sex and Relationships

Document Type: Policy and Procedure

Document Reference: CUR-02

Version: 1.0

Status: Approved

Approval: Full Governing Board

Endorsed: 21 March 2017

Next Review Date: February 2020

## Document Management

### A. Identification

Attribute	Description
Document Type	Policy and Procedure
Document Name:	Sex and Relationships
Document Code:	CUR-02
Document Category:	Curriculum
Review Cycle:	Every three years
Reviewing Committee:	Personal, Development Behaviour and Welfare
File Name	CUR-02 Sex and Relationships Policy v1.0.docx
Classification	Public (everyone can see the information)
Statutory:	Yes

### B. Document contributors

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### C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

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### D. Document revision

Date	Revision	Modification	Modified by
24/01/2017	0.1	Creation of initial version for review using new template	Iain Williams
27/03/2017	1.0	Version published, document management control updated	Kate Woods

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## 1 OVERVIEW

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### 1.1 Purpose

Refer to Section 3 Policies and Procedures

### 1.2 Scope

Refer to Section 3 Policies and Procedures

### 1.3 Related documents

Refer to Section 3 Policies and Procedures

### 1.4 Reviews

Refer to Section 3 Policies and Procedures

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher.

### 1.5 Equality Impact Assessment

Under the Equality Act 2010 the College is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student or any other connected party and it helps to promote equality at the College.

## 2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE

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### 2.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Head teacher to ensure all college personnel and visitors to the college are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the college regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### 2.2 Role of the head teacher

The Head teacher will:

- ensure all College personnel, students and parents are aware of this policy;
- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

## 3 POLICY AND PROCEDURES

### 3.1 Policy Aims

The Governing Body and Head Teacher have consulted with parents, staff, pupils and members of the wider community in order to develop this policy which has the following aims and objectives:

- to provide a description of how Sex and Relationship Education (SRE) is delivered, monitored and evaluated in the College;
- to set out the framework of values which guides the delivery of SRE and the wider pastoral care of pupils, and contributes towards the ethos of the College;
- 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 SRE;
- to describe how young people can be helped to access confidential help both within College and in the community.

### 3.2 Policy development, dissemination and review process

This policy was drafted by the Assistant Headteacher, Care, Guidance and Support in consultation with the Personal, Social, Health and Career Citizenship Education (PSHCCE) co-ordinator, Special Educational Needs (SEN) co-ordinator, a parent governor, governor representative, family liaison officer, and a health promotion officer from the Sexual Health Education Unit. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and visitors to SRE via the College office. Parents are invited to view the policy via the College prospectus and in future via the website.

The policy will be reviewed annually by the Assistant Headteacher, Care, Guidance and Support in consultation with the above representatives.

### 3.3 Definition of SRE

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

### 3.4 Values Framework

All those who teach aspects of SRE within College, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole College community.

The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do

- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, ethnicity, sexual orientation, physical and sexual ability and social background
- Value and respect 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.

In so far as it is appropriate and relevant we want pupils to consider the above in the context of a framework essentially Christian in which:

- Sexuality is seen as God-given and good
- The skills that enable students to form long term stable relationships are encouraged and promoted in College
- Long term loving and stable relationships are, ideally, formed within marriage
- In relationships outside marriage (or other long term stable relationships) abstinence from sexual activity is considered worthwhile

### 3.5 Entitlement

As in all other aspects of College life, the College recognises and accepts that in sex and relationships education it has a duty to do all that is reasonably possible to protect the health and well being of pupils in its care.

It will therefore seek to:

- Provide the information and support pupils need to make informed choices about sex and relationships
- Respect pupils' opinions and choices about sex and relationships
- Obtain their views on all matters that affect their sexual health
- Provide accessible, confidential, non-judgmental and unbiased services when seeking advice about sex, relationships and sexual health
- Support and encourage young parents so that they can:
  - return to education and go on to gain good employment
  - flourish, along with their children
  - make informed choices about future pregnancies

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

### 3.6 Learning outcomes for SRE within the College

By the end of Key Stages 3 and 4 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 values which will guide them in making healthy choices in their future relationships.

### **3.7 The delivery of SRE in this college**

SRE is co-ordinated by the PSHCCE co-ordinator and is taught within the form of take down days. Biological aspects of SRE are taught within the Science curriculum and some moral aspects such as chastity, celibacy and issues surrounding abortion are taught within RE. SRE within PSHCCE is taught by a specialist team of teachers who are offered training as needed from the Sexual Health Education Unit of Worcestershire NHS to enable them to build their knowledge and skills.

The teaching methods used 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 students are encouraged to reflect on their learning. The Key Stage 3 Sex and Relationship Education resource, produced by the Sexual Health Education Unit, is used alongside other resources, notably the 'Expect Respect' programme for education regarding Domestic Violence.

Visitors to College, such as parents, health professionals and members of voluntary organisations, may be invited to contribute to SRE Days. They will be given a copy of this policy and will be expected to work within the values framework described above. The PSHCCE co-ordinator will ensure that the visitors' contributions to sessions are in line with the learning outcomes of the school's SRE programme. A member of the teaching staff will be present during the lessons.

### **3.8 Monitoring and evaluation of SRE**

The PSHCCE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of observations, monitoring lesson plans and gathering feedback from teachers and students. Feedback is obtained from group discussions with teachers and students and evaluation forms from visitors and students. Parents' views are invited at parents' evenings and parents have the opportunity to speak with the PSHCCE co-ordinator and staff teaching PSHCCE at 'Open Tuesday' once per term in addition to parent's evenings. The PSHCCE co-ordinator holds a termly review meeting with the Senior Leadership Team link for PSHCCE to discuss all aspects of PSHCCE including SRE. The PSHCCE Coordinator also holds an annual review meeting with the Senior Leadership Team link and the Family Liaison Officer in order to review the evidence and plan for the next year. Staff from the Sexual Health Education Unit of Worcestershire NHS will also be consulted. Any staff development needs will also be identified.

### **3.9 Liaison with feeder schools**

Liaison with feeder schools regarding their current provision of SRE ensures effective progression in SRE over the transition to Secondary School.

### **3.10 Withdrawal of students from sex and relationship education and complaints procedure**

Parents are informed of their legal right to withdraw their child from SRE via the College prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head Teacher or Assistant Headteacher, Care, Guidance and Support to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the National Curriculum.

Any complaints about the content or delivery of SRE should be addressed to the Senior Pastoral Manager.

### **3.11 Equal opportunities**

Sex and relationship education in the school is guided by other College policies including the Behaviour Policy, Equal Opportunities Policy, Bullying Policy, Confidentiality Policy and the County Guidelines on Child Protection, all available from the College office and in due course from the College website.

The College aims for all students to have equal access to the SRE curriculum and to sources of help and support. Students whose parents have withdrawn them from SRE are still entitled to receive information about how they can access confidential help and advice and they will be given a Worcestershire's Little Directory which lists these.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE 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.

### **3.12 Confidentiality and young people**

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.

### **3.13 Under 16's entitlement to confidential health advice and treatment**

The school nurse and other health professionals (including Time 4U available in College on a Monday afternoon) 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 or carer/s if that is in the young person's best interests. They will, however, encourage the young person to talk to their parent/s or carer/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/Time 4U sees students on a one-to-one basis they will follow these professional guidelines. In PSHCCE sessions, however, any visitors must follow the same guidelines as teachers.

SRE sessions will inform students 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 services for this both inside and outside school. Knowledge of school and local support services should assist students in seeking health advice from the most appropriate source.

### **3.14 Confidentiality guidelines for teachers/College support services**

The use of ground rules and distancing techniques in SRE should prevent the disclosure of personal information by students in the classroom. Students will be taught that teachers cannot guarantee confidentiality, but that the school nurse and other health professionals such as Time 4U can guarantee confidentiality except in cases of abuse or serious harm.

Where there is concern for a student information will be passed to the Child Protection Officer in College and support may be offered to the student by the Family Liaison Officer or other professional. Wherever possible young people are encouraged to talk to their parents/carers. Personal information will not be shared with others without the young person's permission, except in cases of abuse or risk of serious harm.

### **3.15 Disclosure of underage sex**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- a) Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this. If the teacher is unhappy about doing this the matter should be referred to the Child Protection Officer having informed the student that confidentiality cannot be maintained.
- b) Encourage the student to talk to a parent/carer.
- c) Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless there is coercion or abuse. However, it should be noted that underage sexual intercourse, is illegal, but where the age of the parties is reasonably close it is unlikely that the police will take any action unless there are exceptional circumstances (e.g. one of the children has learning disabilities). Where there is a large difference in ages, i.e. in excess of two years, the matter should be reported to the Child Protection Officer who will seek advice on the appropriate response. A teacher who is concerned that there may have been coercion or abuse should discuss the case anonymously with the Child Protection Officer. The Child Protection Officer can advise whether there is a need to know the name of the student and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the staff mentioned above.

The College governors and senior leadership team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

Sexual intercourse involving a female under 13 years of age is, whatever the circumstances, an aggravated, criminal offence. The Child Protection Officer must be told of any such activity or suspicion that such an activity has occurred.

### **3.16 Student support services available in College**

Time 4U holds a weekly drop-in on a Monday afternoon. Health professionals are available to offer all students confidential health advice and support on any health or related issue. Time 4U can also offer pregnancy testing and specified contraception including emergency contraception when necessary. In an emergency a student may be taken out of College for further treatment; in these circumstances the Senior Pastoral Manager would be informed of the student's name only.

The Family Liaison Officer is available on a daily basis in the Community Leader's Office, offering students support and referral on any issue.

All the above student support people work together and with tutors and the Assistant Headteacher, Care, Guidance and Support, but they will not share personal information about students without their permission unless in their professional judgement there are child protection concerns.

### **3.17 Support for pregnant teenagers and young fathers**

Any student who is continuing with a pregnancy will be given time with their Community Leader and the Assistant Headteacher, Care, Guidance and Support to ensure she knows how she may continue her schooling or FE and what benefits, child care etc., are available. Options would include support from County Specialist Support Services, to continue studies outside of the school setting, and SureStart. The school nurse/Time 4U will help her to access antenatal and postnatal care.

The College 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, for example Citizens' Advice Bureaux and Connexions.

### **3.18 Procedure for supporting those infected with HIV or Hepatitis B or C**

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Head Teacher and no one else. She/he will tell the student this is what they are doing. No student 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 College members from infection with blood borne viruses. Students will be taught about how to protect themselves from blood borne viruses, including how to deal with hazardous materials.

### **3.19 Review**

This policy will be reviewed annually or at other times as appropriate.

## 4 DISSEMINATION

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### 4.1 Promoting Awareness

We will raise awareness of this policy via:

- The College website [www.bishopperowne.co.uk](http://www.bishopperowne.co.uk)
- Meetings with College personnel and volunteers
- Reports such as the annual report to parents and Head teacher reports to the Governing Board

### 4.2 Training

All school personnel:

- Receive training on induction which specifically covers:
  - All aspects of this policy
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### 4.3 Monitoring the Effectiveness of the Policy

This policy will be reviewed annually or when the need arises.

## 5 GLOSSARY

Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document “REF-02 Glossary of Terms”.

### K

#### Key Stages 3 and 4

Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national curriculum

### P

#### PSHCCE

Personal, Social, Health and Career Citizenship Education

### R

#### RE

Religious Education

### S

#### SEN

Special Educational Needs

#### SRE

Sex and Relationship Education

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