



**Walkwood**  
Church of England  Middle School

## Relationships and Sex Education Policy

Governing Body Committee responsible:

Teaching, Learning and Curriculum

Approval granted:

5 October 2022

Review date:

Autumn Term 2023

“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 Church of England’s document ‘*Valuing all God’s children*’, 2019 contains the following:

- ✚ “Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (*Foreward by the Archbishop of Canterbury, p1*)
- ✚ The hallmark of authentic, life-giving relationships is the recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity” (*p11*)
- ✚ RSE . . . should seek to develop understanding—that there are a variety of relationships and family patterns in the modern world (*p34*)



## 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

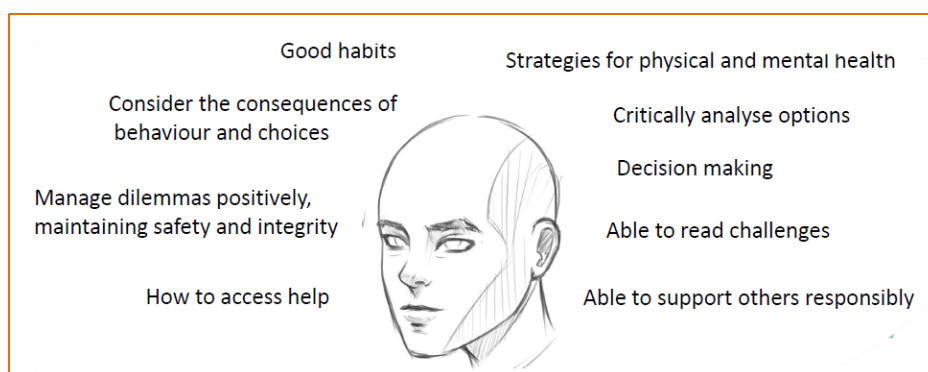
Relationships and Sex Education is co-ordinated by the Head of Spiritual and Social Education, and is taught this subject at Key Stages 2 and 3. The learning is on the emotional and safety aspects of Relationships and Sex Education.

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 six 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 along with 'Visitors and volunteers' 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.



## Auditing 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 when they are completing the school's data booklet upon entry. Before commencement of teaching in a specific year, pupils will be informed by email and a reminder of their preference sent. Pupils cannot be withdrawn from any part of Relationships and Sex Education which falls within the National Curriculum.

Any concerns or 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 Laszcz

Designated Safeguarding Lead: Mr S West

Alternate Safeguarding Leads:  
Mrs L Laszcz  
Mrs G McKenna  
Rev C Leach  
Mr A Hewitt



## School Health Nursing

The service offers a variety of support for Children and Young People. We provide support and guidance to schools regarding public health issues, brief interventions and health promotion such as smoking, emotional health and well-being needs. We influence and champion health promoting activities and programmes both in and out of school and work closely with other professionals and local communities.

**Service hours:** 08.00-17.00

### Contact list

**Bromsgrove Team:** 17 The Dock, Catshill. B61 0NJ: 01527 488335

**Malvern:** Prospect View Health Centre, WR14 2GP: 01684 612784

**Redditch:** Orchard Place, Redditch, B98 7DP - 01527 488780

**Wyre Forest:** Kidderminster Health Centre, DY10 1PG: 01562 514637

**Evesham:** Community Hospital, WR11 1JT: 01386 502576 Droitwich, Medical Centre, WR9 8RD

**Droitwich:** Medical Centre, WR9 8RD: 01905 681033

**Pershore:** Queen Elizabeth House, WR10 1PX: 01386 502067

**Worcester City:** Henwick Halt Medical Centre 01905 681909

### About the service

We provide a wide range of services to meet the needs of Children, Young People and their families. These include (but are not limited to):

- National Child Measurement Programme (NCMP)
- Hearing Screening
- Home Visits
- Time4U drop in service
- Health needs assessments

School Health Nurses can also signpost to other services that may be of use to you:

- Health Visitors
- GP's
- Parenting Support and Targeted Family Support
- Sexual Health and Education
- CAMHS (Children and Adolescent Mental Health Service)
- Asthma nurses

We are Specialist Public Health Nurses who deliver the universal elements of the [Healthy Child Programme \(HCP\)](#) to all children and young people aged 5-19 and ensure that they and their families get early help and support when they need it. In 2012 The Department of Health,



Department of Education and key stakeholders created a new model and vision for our service called '[Getting it right for children, young people and families](#)' (March 2012) which we follow in addition to the Healthy Child Programme. This new vision includes the following key aspects of our service:

- Improved health outcomes for Children, Young People and Families
- Improved partnership working between School Health Nurses, Schools and Parenting Support
- Quality Improvements in the School Health Nursing Service

### **What do we do?**

School Health Nurses provide opportunities for children and young people in secondary schools and Pupil referral Units to access confidential advice and support via a weekly nurse led Time 4 U clinic. This can include health concerns such as emotional worries and stress to alcohol and drug dependency. The School Health Nurse is able to provide sexual health advice which includes, emergency contraception, condom supply, pregnancy testing, and signposting to other agencies.

Additionally, School Health Nurses work with young people who may have issues such as weight concerns mental and emotional health, accident prevention; attendance at A&E, domestic violence concerns, substance misuse. The safeguarding of children and young people is paramount. The Health Care Support Workers weigh and measure all reception and year 6 children on an annual basis and each parent receives the results and a contact number, if they wish to discuss their child's results with the School Health Nurse.

Certain children within school are prescribed auto injectors due to having had a severe allergic reaction. The School Health Nurses train the teaching staff on an annual basis on how to administer auto injectors when required.

Safeguarding and Children in Need make up a large percentage of our workload. This involves attending case conferences, core groups, other relevant meetings, undertaking health assessments and working very closely with the children, young people and their families. We work hard to make sure that this does not reduce the amount of time we spend with other children, young people and families who may need our help and/or support.

### **Where can I see the School Health Nurse?**

They are available within schools at varying times and the School will always have a contact number. Parents can see them at school via prior arrangement within the school term or within their home. At secondary Schools the Children and Young People can either arrange to see the School Health Nurse via an appointment system or Drop in to the Time 4 U. These are held weekly for up to three hours.

[Starting Well School Health Nursing Primary Schools](#)

[Starting Well School Health Nursing High Schools](#)

[Starting Well School Health Nursing Catholic Schools/Years 7&8](#)



## 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.

There are also administration staff within clinics who also have a range of skills and expertise within the administration field.

## Who do we work with?

We work in partnership with schools and other key professionals to develop and implement a robust Child and Young Person identification, support and monitoring system, which is activated at school entry and at key points of transition. This system will include the following elements:

A welcome pack outlining School Health services will be sent out in Reception, during transitions to Middle and High Schools and where pupils are a new entry into a school.

## How to refer

The young person can refer into the service either by making an appointment/ visiting the Time 4 u Drop in, which most secondary schools have or by phoning the school health nurse direct.



## 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 four people whose job it is to help further with home issues, they are

**Mr West, Mrs McKenna, Mrs Laszcz and Mr Hewitt.**



Here for you whenever you need to talk.

Call: 0800 1111





**Our school is committed to relationships and sex education, which:**

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

**Notes**  
 These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science\* (which is taught in maintained schools) includes some elements of sex education.

Published 2017

**NSPCC**      **The Children's Society**      **Believe in children** **Barnardo's**      **ncb** **National Children's Bureau**      **SEX EDUCATION FORUM** **Working together for equality** **relationships and sex education**

