



# SEX AND RELATIONSHIPS EDUCATION POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

## DOCUMENT CONTROL

<b>Responsible position:</b>	<b>Approved by:</b>
Vice Principal (Students)	Executive Principal
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2 years	September 2018

## RELATED POLICIES AND DOCUMENTS

<b>Policy Name</b>	<b>Date Issued</b>
Behaviour of Learning and Principles Policy	January 2016
Anti-Bullying Policy	January 2016
Drugs, Alcohol and Smoking Policy	July 2016
Health & Safety Policy	
Equal Opportunities Policy	

## REVISION RECORD

<b>Date</b>	<b>Version</b>	<b>Revision Description</b>
Sept 2009	1.0	Written in line with current legislation and policies
June 2012	2.0	Amended in line with updated legislation and policies
July 2013	3.0	Reviewed and updated in line with current policies
Sept 2014	4.0	Reviewed and updated for MAT purposes
January 2015	4.0	Reviewed for Boarding Purposes

## 1. INTRODUCTION

This policy has been written in consultation with Directors, governors, staff, parents and pupils at the Wellington College Academy Trust (Trust).

The Trust is required to have a written statement of the policy available to parents. The statement must be drawn up in consultation with the Executive Principal. The Executive Principal must ensure that any sex education is provided in a way that ensures students are taught about the nature of marriage and its importance for family life and for bringing up children, and that students are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the students concerned.

This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000).

## 2. CONTEXT

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

SRE 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. It is also about the teaching of sex, sexuality and sexual health'** (Sex and Relationship Education Guidance, DfE 0116/2000).

## 3. THE 3 ELEMENTS OF SRE

### *Knowledge and understanding*

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

### *Attitudes and values*

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making



### ***Personal and social skills***

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

## **4. APPROACH TO SRE WITHIN THE WELLINGTON COLLEGE ACADEMY TRUST**

At Wellington Primary Academy, we use the Jigsaw PSHEE Scheme to teach SRE and supplement this with the Channel 4 DVD 'All about us: Living and Growing'. We consult with parents before showing visual resources to which parents have the option to opt their child out.

### Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

### Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction system.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

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.



## 5. WHY SRE?

### 5.1 Legal obligations

All schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

### 5.2 The needs of young people and the role of schools

The overall aims of the Trust are:

- a) To provide opportunities for all pupils to learn and to achieve
- b) To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The Trust has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

### 5.3 National and local support and guidance for schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. The Trust's approach to SRE is in line with the Government's strategy and guidance given to schools in DfE 'Sex and Relationship Guidance' 2000.

## 6. MORALS AND VALUES FRAMEWORK

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE
- Access to help from trusted adults and helping services

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The Trust's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.



## 7. INCLUSION

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

### DfE SRE Guidance July 2000

***Young people may have varying needs regarding SRE depending on their circumstances and background. The Trust strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the Trust's approach to SRE will take account of:***

**The needs of boys as well as girls:** Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds:** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality:** On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB), some students may consider themselves transgender. Students may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

**Special educational needs or disabilities:** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

**The teaching programme for Sex and Relationship Education:** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

**Contraceptive advice to KS4 pupils:** Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

## 8. A WHOLE SCHOOL APPROACH

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

**The senior management team (SMT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.



**The designated SRE co-ordinator in each Academy** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**All Teaching staff** are involved in the school's SRE provision. Some teach SRE through the Well-being programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the Academy's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and be supported in their pastoral role.

**Directors** have responsibilities for Trust policies. They will be consulted about the SRE provision and policy.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.8). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

**Outside agencies and speakers** may be involved in inputting to SRE lessons and as points of referral as support services for students. The Trust will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the Trust. The Trust will also promote relevant helping agencies that students can access.

**Students** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

## **9. AIMS OF THE PROGRAMME**

The overall aims of the Trust's sex and relationship education programme are:

- a) To provide accurate information about, and understanding of, SRE issues
- b) To explore what students know, understand, think and feel and to identify their needs
- c) To create an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- d) To counteract myths
- e) To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- f) To develop respect for each other as individuals, and to encourage boys and girls to understand one another
- g) To recognise the value of loving and caring relationships and the place of intimacy within them
- h) To increase student's self-esteem
- i) To appreciate the value of family life, the implications of parenthood and the needs of the very young



- j) To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others
- k) To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates
- l) To be aware of sources of help and to acquire the skills and confidence to use them
- m) To be aware of the law on sexual behaviour

### 9.1 Place in the curriculum

The main SRE programme will be delivered through Well-being lessons by a dedicated team of teachers. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in Philosophy lessons.

### 9.2 Content and learning objectives

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The following areas of content are addressed in the following years.

Year group	Content	Learning objectives	Subject area addressed in
1	Differences	Introducing life cycles	PSHEE & Science
2	How did I get here?	Development of a baby	PSHEE & Science
3	Growing up	All things grow and change	PSHEE & Science
4	Changes	Physical & emotional changes	PSHEE & Science
5	Girl & Boy talk	Physical & emotional changes for different genders	PSHEE & Science
6	How babies are made How babies are born	Exploring relationships  Considering the needs of babies before & after birth	PSHEE & Science
7	Puberty – mood changes	To identify things that can change a person’s mood. To explain ways in which you can control your mood. To explain how people can have a happier, healthier lifestyle: what choices can they make? To explain, in detail, help and advice to someone suffering from low self-confidence.	Well-being
7	Puberty and personal hygiene	To identify physical and emotional changes that girls and boys go through during puberty To describe the changes girls and boys go through during puberty To explain the importance of personal hygiene during puberty To offer help and advice to young people during puberty	Well-being
8	Sexuality	To identify different types of sexuality (the spectrum of sexuality) To explain stereotypical views of sexuality Some to explain, in your own opinion, what the media and peer pressure suggest about sexuality To identify different types of stereotyping in schools. To recognise homophobic language and harassment.	Well-being



		To explain issues affecting lesbian, gay, bisexual and transsexual pupils.	
8	Body image	To describe/explain body image and self-esteem. To link body image to self-esteem and explain the importance of high self-esteem	Well-being
8	Alcohol/ binge drinking associated risks of sexual activity	To recognise how alcohol affects the ability to make decisions To explain how to resist negative decisions and use assertive techniques appropriately To begin to consider the use of alcohol and early sexual experiences	
9	Positive relationships	To consider different stages in a relationship To explain what makes a positive relationship To explain why positive relationships are important	Well-being
9	Contraception	To understand the different types of contraception available. To explain the advantages and disadvantages of different types of contraception. To analyse different types of contraception and reasons why people regret having sexual intercourse before they are ready.	Well-being
9	Sexually transmitted infections	To describe what STI stands for and what an STI is. To use research skills to find out information about STI's. To explain the most common STI's and symptoms. To explain what can be done to prevent STI's and where to go for help and advice if you think you have an STI. To identify ways in which AIDS and HIV can be transmitted. To explain ways in which HIV and AIDS can be prevented. To explain the difficulties people with HIV/AIDS may face and how they may overcome those difficulties.	Well-being
10	Why love matters – the love drug	To describe ways you can show someone you care for them. To explain the issues surrounding uncaring relationships. To explain, in detail, the importance of a caring, positive relationship and this links to emotions.	Well-being
10	Sex for the right and wrong reasons	To know some basic facts about emergency contraception. Most to explain the options available to a couple who have had unprotected sex. To explain in their opinion, why adoption, abortion or parenthood would be the best option for a young couple.	Well-being
10	Underage and pregnant (teen pregnancy) mothers and fathers.	To consider the challenges facing young parents – education and money. To explain, in detail, the challenges facing young couples - the cost of living and education.	Well-being

Year group	Content	Learning objectives	Subject area addressed in
7	Fertilisation	To know why many eggs are produced in some species. To know two ways a male attracts females. To know how long pregnancy usually lasts in humans. To know the stages of the human and plant life-cycle. To know that the male sex cell is the sperm and is produced in	Science



		<p>the testis.</p> <p>To know that the female sex cell is the egg and is produced in the ovary.</p> <p>To know that fertilisation is when an egg joins to a sperm.</p> <p>To know that fertilisation usually occurs in the oviduct. To be able to label the male reproductive parts: testis, penis, glands, sperm tube and label the female reproductive parts: ovary, oviduct, vagina, uterus, cervix.</p>	
7	Puberty and menstruation	<p>To know the changes that occur in a male during puberty: voice breaks, hair grows on face and around genitals and in armpits, production of sperm, broadening of shoulders.</p> <p>To know the changes that occur in a female during puberty: menstrual cycle starts, hips widen, breasts develop, hair grows in pubic area and in armpits.</p> <p>To know that in both males and females there is a growth spurt during puberty.</p> <p>To interpret data about human growth.</p>	Science
7	How a baby develops	<p>To know how identical and non-identical twins are formed.</p> <p>To know the role of the umbilical cord and amniotic fluid during pregnancy.</p> <p>To explain how a sperm is adapted for its role.</p> <p>To explain how IVF treatment is carried out.</p> <p>To explain the role of the placenta in the exchange of oxygen and food from the mother's blood to the baby's blood and carbon dioxide and other wastes from the baby's blood to the mother's blood.</p>	Science
9	Causes of genetic variation	<p>To explain that genetic variation can be caused by mutations, gamete formation &amp; fertilisation.</p> <p>To recall that gametes have half the number of chromosomes of body cells.</p>	Science

### 9.3 Methodology and resources

A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

### 9.4 Answering student's questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out



appropriate sources of support. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHEE/Well-being coordinator or senior pastoral lead.

If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures. In some cases, teachers may wish to use an anonymous question box in lessons – where pupils can write down questions that are later answered by the teacher.

### **9.5 Terminology**

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **9.6 Monitoring, evaluation and assessment**

The SRE/Well-being co-ordinator collects evidence for the monitoring and evaluation of the SRE 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. Any staff development needs will also be identified.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

### **9.7 Liaison with feeder schools**

Meetings with other feeder schools surrounding Healthy Schools Plus will see the discussion of SRE provision in the other feeder primary schools and how The Wellington Academy can build on students' previous learning.

### **9.8 Parental concerns and withdrawal of students**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. Full details of the SRE programme at in the Trust are available on request. The Trust will inform parents/carers when aspects of the sex and relationship education programme are taught and will provide opportunities for parents/carers to view the resources being used.

We will work in active partnership with parents/carers, value their views and keep them informed about out SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Any parent wishing to withdraw their child is encouraged to make an appointment with the Senior Curriculum Leader for Personal and Social Well-being to discuss the matter. Any complaints about the content or delivery of SRE should be addressed to the Executive Principal.

## **10. PASTORAL SUPPORT FOR STUDENTS WHO EXPERIENCE DIFFICULTIES**

### **10.1 The nature of support available to students**

The Trust takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support



service to students. For the Wellington Academy, there is a Well-being drop-in service provided on Thursday lunchtimes in the Counsellor's office. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The Trust will keep up to date about the development of local services and national help lines for young people and promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

### **10.2 Confidentiality and informing parents/carers**

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the Trust to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by placing sex education on the agenda at the relevant governors' meeting
- by including sex and relationships education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained

Trust staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

### **10.3 Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The Trust takes the issue of bullying very seriously and this is reflected in the Trust's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and Well-being programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

### **10.4 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 Executive Principal / Headteacher 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.

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

The Academy 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 parents/carers if



that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. 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 Academy nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In Well-being lessons, however, she/he must follow the same guidelines as teachers.

SRE 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 both inside and outside school.

### **10.6 Safeguarding**

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:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this
- Encourage the student to talk to a parent/carer
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Child Protection Officer. The CPO can advise whether they 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 health disorder may be more vulnerable to and less able to protect themselves and others. In these cases the teacher can seek advice from the CPO as above. The academy governors and senior management team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

### **10.7 Student support services available in The Wellington Academy**

The Academy nurse holds a weekly drop-in every Thursday during term time at The Wellington Academy from 12.40-1.15pm in the Counsellor's office. She is able to offer all pupils confidential health advice and support on any issue.

The Careers adviser, can offer students from the age of 13 advice on their education choices and support with any other needs.

All the above student support people work together and with tutors and the Senior Pastoral Manager, but they will not share personal information about students without their permission unless there are child protection concerns.

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

Any pupil who is continuing with a pregnancy will be given time with the Head of Year/Senior Pastoral Manager to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from the County Specialist Support Service. The Academy nurse will help her to access antenatal and postnatal 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, for example Citizens' Advice Bureau and Connexions.



## 11. POLICY REVIEW AND DEVELOPMENT PLAN

1. This policy will be reviewed on a regular basis, and at least once every two years
2. Priority areas for development of SRE
  - a) To increase the number of students in the Trust who receive SRE education
  - b) To challenge pupils perception of sexuality and stereotyping
  - c) To help towards the national and local statistics in reducing the number of teenage pregnancies (particularly as Tidworth currently has the highest rate of teenage pregnancies in Wiltshire)

## 12. SOURCES OF FURTHER INFORMATION

This policy has drawn on:

- DfE '*Sex and Relationship Education Guidance*' (2000).
- Further copies of this policy and other information about SRE can be obtained from (name the person), SRE co-ordinator.
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health – September 2002)
- SRE Resource Centre/Library available to teachers at Derby Youth House, Mill Street, Derby, Tel (01332) 345538.
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.

