

# Relationships & Sex Education Policy

**Date Policy due to be reviewed:** July 2018

**Committee Responsible for Policy:** Full Governing Body Committee

## **Section 1 – Overview**

On 1<sup>st</sup> March 2017 the Government began the process of reviewing Relationships and Sex Education through the ‘Children and Social Work Act’, with the intention of making RSE statutory in all secondary schools by September 2019. The new legislation will ensure RSE is appropriate to the age of students and their religious backgrounds.

All students in schools will be made aware of the value of a stable family life and relationships and the responsibilities of parenthood. They will be encouraged to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibilities, sensitivity towards the needs and views of others, loyalty and fidelity. Relationships and Sex education will be promoted as an integral part of the discussions about loving relationships. Students will be enabled to recognise that both sexes must behave responsibly in sexual matters. Relationships and Sex Education is an integral part of the learning process, fully integrated into the curriculum and not isolated, taken out of context or over-emphasised. A Relationships and Sex Education Policy should be for all children including those with physical, emotional or learning difficulties. Teachers should be encouraged to explore values and moral issues giving consideration to the child’s sexuality and personal relationship.

“Sex education should be treated as a positive opportunity for young people to understand and to be in control of their emerging sexualities”.

It is important to acknowledge that young children have sexual knowledge of their own, even if they have no sexual experience. This knowledge is gained from an environment which abounds with sexual images and messages. Recent studies have shown that knowledge about sex-related issues does not increase young people’s sexual activities, but instead leads to more responsible and informed behaviour.

### **What is Relationships and Sex education?**

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The March 2017 White Paper stated:

“Children need high quality relationship and sex education so they can make wise and informed choices.

An effective RSE programme will ensure a deep understanding of the ways in which humans love each other and stress the importance of respecting individual autonomy. Integral to this will be greater awareness of what constitutes a ‘healthy relationship’, both physically and emotionally, to ensure young people understand their rights and responsibilities in all forms of relationships”

### **Relationship and Sex Education at Hillcrest School**

At Hillcrest, our comprehensive RSE programme provides accurate information on the human body and reproduction, and equips students with the essential skills needed to build positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Our curriculum and ethos creates a safe environment in which students can have informed discussions about feelings, relationships and values. Our work in this area is a key element of our wider safeguarding provision across the school as it feeds into a preventative programme that enables all pupils to learn about safety and risks in relationships.

### **Why is Relationship and Sex Education important at Hillcrest?**

- Children are now reaching puberty at an earlier age than ever before and already have some sexual knowledge. Therefore, they have the right to be made aware of the correct facts about the changes taking place.
- Whilst some parents are very comfortable talking with their children about sex, many admit that they are not. We feel the school should take responsibility for providing information and liaising with parents to form a relationship.

- Early RSE provides opportunities for children to ask questions and discuss their concerns which in turn help to allay any fears they may have regarding their own bodies.
- Children will always ask questions relating to sexual matters so an accepted policy on sex education will enable the school to have a co-ordinated approach to the subject.
- Sex Education is required by the National Curriculum. Some elements within the science core curriculum are mandatory.
- Research shows that children as young as eight, (and possibly even younger), are now aware of HIV/Aids and related issues.

“Teachers and parents have a key role in building on this awareness so that information can influence children’s behaviour. Passive acceptance of media-led messages, even if positive is unlikely to change that behaviour”.

## **Section 2: THE LEGAL FRAMEWORK FOR SCHOOL SEX EDUCATION**

### **Section 241 of the Education Act 1993, effective from August 1994**

- requires governors of maintained secondary schools to provide sex education (including education about HIV/AIDS and other STD’s) to all registered pupils;
- removes references to AIDS, HIV, sexually transmitted diseases and aspects of human sexual behaviour other than biological aspects from National Curriculum Science;
- grants parents the right to withdraw pupils in all maintained primary and secondary schools, from all or part of sex education outside National Curriculum;
- requires all maintained schools to make and keep up-to-date a written statement of their policy on sex education, and for this policy to be made available to parents free of charge.

### **Section 46 of the Education Act (No. 2) 1986**

- Requires that the Governing body and Headteacher shall take such steps as are reasonable practicable to secure that where sex education is given to any registered student at the school it is given in such a manner as to encourage those pupils to have due regard to moral considerations to the value of family life.

### **Section 1 (2) of the Education Reform Act 1988 requires all maintained schools to offer a curriculum which:**

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and society; and

### **The Education (Schools Information) Regulations 1993**

- Requires all maintained school to publish in the prospectus a summary of the content and organisation of any sex education they provide.

### **The 1996 Education Act**

- Requires schools to prepare pupils for the opportunities, responsibilities and experiences of adult life.

## **The 2004 Children Act**

- Stated that schools still had a statutory obligation to promote their pupils' wellbeing

## **The Sexual Health Improvement Framework (2013)**

- Focus on schools to deliver 'high quality sex and relationships education'

## **National Curriculum Framework (DFE – 2013)**

- Every school must offer a curriculum which is 'promotes the spiritual, moral, cultural, mental and physical development of students' and 'prepares students for the opportunities, responsibilities and experiences of later life'

## **Children and Social Work Act (2017)**

- Relationship and sex education must be taught in all schools in England.

### **Section 3: Aims and Objectives**

*“To combat ignorance and increase understanding. To provide full, honest information about the physical, emotional and social aspects of human sexual development and conception to old age, including the nature of love, personal relationships and family life”.*

- To discover “where students are” in their understanding of sexual matters, as “it is important to acknowledge that young people have sexual knowledge of their own, even if they have little or no sexual experience”.
- To liaise with parents and help them develop their own skills as educators, so that home and school can work in partnership with shared aims to promote healthy relationships.
- To generate an atmosphere of trust, where questions about relationships, sexual health, reproduction, sexuality and sexual orientation can be raised and answered without embarrassment.
- To provide an agreed acceptable vocabulary for communicating about sexual matters with confidence and dignity.
- To stress the value of “family life” recognising the diversity of households and families that people are a part of and the need for proper parental care for all young things.
- To demonstrate the value of marriage and its importance for ‘family life’ and for raising children
- To counteract myths, folklore and confusions, which come directly from adult untruths (storks and gooseberry bushes!) from other children’s stories and from the media.
- To elucidate the nature of human reproduction and child development in gradually increasing detail, and enable children to discuss how they feel about this.
- To help children understand that they have rights (and should have control over who touches their bodies) and increase communication skills about these.
- To raise awareness of the danger of going with “strangers”, and develop and practice strategies for self-protection in terms of e-safety, consent, violence and exploitation.

- To develop a whole school approach that is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief.
- To provide information about forthcoming pubertal changes (physical, emotional and social) to discuss all the implications and give help in adjusting to these changes, particularly for early developers who may be under stress (remember that puberty can start as early as nine for some girls, so schools may need to review the arrangements and facilities to accommodate their needs).
- To enable children to accept that variation in size, growth rates and age at which puberty starts is normal, and to communicate any concerns they may have about their own development to appropriate people.
- To reduce or eliminate any teasing about sexual matters, which many children fear, and which in some instances may amount to sexual harassment.
- To foster respect for other people's beliefs, feelings and needs.
- To help children accept their sexuality as part of their whole personality.
- To develop personal relations skills and belief in the value of many different kinds of friendships, including platonic friendships, and in everyone's right not to be sexually active.
- To increase student's confidence and self-esteem, and help them to learn and practise decision making skills, including those necessary for resisting pressure from peers and others to behave in potentially damaging ways (this begins the process of developing skills for the promotion of long-term sexual health).
- To challenge media stereotypes of masculinity and femininity, raise awareness of potential sexism and the value of equal opportunities for partners in relationships (heterosexual, homosexual, lesbian, transgender)
- To students understanding of a range of views and beliefs about relationships and sex in society about gender, sex and sexuality.
- To develop children's understanding of the moral issues involved in human sexual behaviour, and explore those held by different cultures and groups.
- To evaluate the sex education programme regularly and revise it in the light of the children's responses, parents wishes, new research findings, and government directives on sex education.

At Hillcrest, we value the importance of our RSE provision as it contributes to:

- Creating a positive ethos and environment for learning
- Safeguarding our students by promoting their emotional well-being and improving their ability to achieve in school
- Developing a deeper appreciation of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping our students to keep themselves safe from harm, both on and off line
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

## **Section 4 – Roles and Responsibilities**

### **Role of Governors**

- The Education 1986 Act placed sex education into the hands of school governors. Through liaison with staff, governors and parents in each school is advised to develop a well-defined and detailed school policy. Staff should be encouraged to discuss approached and any concerns with colleagues. The provision of INSET and support for staff is essential and Governors should monitor staff have accessed relevant training and have up-to-date knowledge of RSE guidelines.
- Governors of the school need to be kept informed of the implementation of the school's Relationship and Sex Education policy.

### **Role of the Headteacher**

- To liaise with governors and staff to develop appropriate programmes and ensure statutory guidance is embedded in policy and practice.

### **Role of the DSL**

- To co-ordinate wider safeguarding provision, ensuring RSE is central to all aspects of safeguarding and child protection.
- Liaise with external services to ensure pupils and their families can access a wide range of relationships and health-related support
- To ensure staff access appropriate training to ensure they have relevant knowledge to deliver effective RSE throughout the curriculum

### **Role of the Personal Social Development (PSD) Co-ordinator**

- To plan and review teaching resources and materials to ensure RSE is embedded through the whole school and PSD curriculum

### **Role of Teaching Staff**

- "... the majority of the teachers involved have hitherto fulfilled their responsibilities in relation to this aspect of the curriculum with skill and sensitivity. The discharge of their responsibilities in implementing the governor's policy at classroom level will depend in large measure on their professional skill and expertise...."
- Under very special circumstances, however, some teaching staff may have serious reasons why they feel they could not teach relationship and sex education, and this should be honoured.
- All staff, whether they are involved in the programme or not, should be able to support the RSE policy and provision in school
- For their own protection staff must always be sure that they are working within the school's RSE policy.
- RSE is not value free and teachers need to be aware of their own attitudes and values to lessen the chance of imposing their own subjective biases. They should be able to:
  - examine their own knowledge regarding these issues
  - keep in touch with current affairs with what pupils are seeing within TV programmes, and with other influences on them.

## Parents and Carers

- Parents / carers are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be complimentary and supportive to the role of the parents.
- The existence of elected parent representatives on governing bodies ensures that there will already be some parental views expressed in a school's RSE policy. Further parental involvement may be secured in various ways, such as sending explanatory letters, invitations to parents and teacher workshops, meetings involving outside agencies i.e. advisory teachers, health promotion officers, health visitors and opportunities to see materials and resources/or children's work.

## Parents' right to withdraw a child from RSE

- According to Section 405 of the Education Act (1996), parents have the right to withdraw their child from sex education within the RSE curriculum, other than sex education in the National Curriculum as part of Science (ie – the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).
- Parents have the right to teach sex education themselves in a way which is consistent with their values
- The Headteacher will ask parent(s)/carer(s), in writing, to indicate their reasons for withdrawal, so that any misunderstandings about the nature of the sex education provided by the school can be resolved.
- Governors have discretion considering and deciding upon such requests for withdrawal. Governors will need to consider the implications of withdrawal for an individual student and for the school, in terms of their obligation to ensure a balanced and relevant curriculum for all students.

## Community

- In enlisting the support of parents it is often very helpful to utilise outside agencies – such as health visitors, school nurse – to deliver bespoke training for staff, students and parents on key issues, ie – sexual exploitation, FGM, trafficking, healthy and abusive relationships.

## Section 5 - Curriculum

There are four major sites where RSE may be delivered:

- **The formal curriculum** i.e. the planned programme of learning activities which are expressed through the school's timetable.

Within this context, RSE may be taught:

- within one subject area e.g. science, physical education or R.E
  - a cross-curricular element within the PSD curriculum
  - as an element within many or all subject areas.
- **The informal curriculum** "It is impossible to avoid the chance of informal discussion on the topic of sex and when such spontaneous discussion arises it should be treated in a way which encourages pupils to have regard for moral considerations and the value of family life".

- **The hidden curriculum** i.e. “all the students learn in the school which is not intentionally taught or communicated by the teachers and the school system. (Hargreaves 1982).

Whilst at school students, through their daily interaction with peers and adults, are likely to be exposed to both hidden and explicit messages about sexuality. Beyond the school gates, such messages may be received from a wide range of sources.

The hidden curriculum transmits messages about personal worth, position and status which are likely to influence the healthy development of the students. Even the most carefully planned curriculum will be undermined if it is delivered in an unsupportive environment giving conflicting messages.

- **The extended curriculum** i.e. those activities that are offered outside school hours to extend and enrich the pupil’s learning experience. Through residential and work experience, clubs and societies, holidays and visits pupils will be influenced by those they meet.

Our PSD curriculum (**appendix 1**) is designed to ensure students receive age-appropriate RSE, building knowledge and life skills over time in a way that prepares our students for adult life and provides guidance in the following areas:

- different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and well-being, including mental health;
- healthy relationships on-line; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

## **Section 6 - Special Educational Needs**

- Students identified as having special needs are often the most vulnerable members of society, who have a range of educational needs, abilities and personal and social characteristics which have direct implications on the management and organisation of the delivery of RSE.
- A variety of approaches to teach RSE should emphasise:
  - an awareness of self and others
  - developing a positive image
  - the ability to make informed decisions.
- There are now many RSE resources specifically designed for children with physical, emotional and learning difficulties.
- Key aspects of the PSD curriculum are delivered by our SEND team at a level accessible and appropriate to the needs of our more vulnerable SEND students

## **Section 7 – Equal Opportunities**

- Today children are being bombarded with conflicting messages leading to confusion and uncertainty about their future roles.
- RSE should offer pupils the opportunity to explore attitudes and values relating to gender roles and stereotyping and to the concepts of femininity and masculinity. However, the school will



endeavour to deal with this issue sensitively given the diverse nature of religious and ethnic backgrounds in the school.

- RSE needs to counterpart the influences of society, especially elements of the media i.e. videos and magazines which portray women as objects or in a negative and submissive role and men as aggressive and dominant. However, the school will endeavour to deal with this issue sensitively given the diverse nature of religious and ethnic backgrounds in the school.
- Teachers and parents should be aware that many young people experience a drop in self-worth during adolescence but young women often have a lower level of self-esteem than young men. This places them at a disadvantage especially in dealing with relationships and in making decisions that affect their lives.
- Throughout the PSD programme activities are incorporated to build up of self-esteem and empower young women with assertiveness and decision making skills which will enable them to:
  - resist emotional pressure that could put them into vulnerable or explosive situations;
  - resolve day-to-day pressures, concerns and conflicts.
- Teachers are encouraged to use language with care ensuring that they avoid sexist and heterosexual terms and images so that they include the widest range of people in their presentation and discussion, i.e. Doctors are not always “he”, partners are not always of the opposite sex, families are not always presented as “ male plus a female” with children.
- We recognise and embrace our responsibility, under the 2010 Equality Act, to ensure teaching is accessible to all children and young people including those who are lesbian, gay, bisexual and transgender. Our provision fosters good relations between all pupils, tackles all types of prejudice – including homophobia – and promotes a culture of respect for all.
- The PSD and wider school curriculum promotes all types of relationships and families to encourage students to recognise the rights, for example, same sex relationships and families.
- Wider whole school support provides appropriate guidance to students on issues related to sexuality and sexual orientation. Students and their families are signposted to access additional external support as required.
- The school actively challenges all forms of discrimination based on sexual orientation, race, religious belief and disability.
- All sexual health information is fully inclusive and includes LGBT people in case studies, scenarios and role-plays throughout the curriculum, notably in PSD.
- Staff training is provided on LGBT issues to empower staff to confidently engage with pupils in meaningful conversations around the issue of sexual orientation, with specific focus on the use of inclusive language to reflect the diverse nature of students in the school.

## **Section 8 – Child Sexual Exploitation (CSE)**

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE doesn't always involve physical contact and can happen on-line.

- As part of our annual safeguarding training staff are provided with an extensive list of common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.
- As part of the PSD and wider school curriculum, pupils are taught that consent is central to learning about healthy, equal and safe relationships. The 2013 Office of the Children’s Commissioner report concluded that young people ‘do not always recognise non-consensual sexual situations including rape’. As a result our provision endeavours to address gender-based and power inequalities and how these can lead to coercion and sexual violence.
- As part of our provision students are actively encouraged to identify behaviour in a relationship which is positive and supportive and that which is controlling and exploitative. This is part of a wider programme to empower pupils with the appropriate knowledge and skills to make safe lifestyle choices.
- The model below outlines the methodology used as part of the wider and PSD curriculum:

**Models of Sexual Exploitation**

<b>Inappropriate relationship</b>	<b>Boyfriend</b>	<b>Organised Crime</b>
<ul style="list-style-type: none"> <li>• One Abuser</li> <li>• Power and control</li> <li>• Physical, emotional, financial</li> <li>• Believe abuser is offering genuine relationship</li> <li>• Often significant age gap</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, one abuser, grooming and gaining trust</li> <li>• Apparently consensual sexual relationship starts</li> <li>• Relationship becomes abusive</li> <li>• Victim threatened with violence and forced to engage in sexual activity with others</li> <li>• Growth in peer exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Involving criminal gangs trafficking victims around the UK and the world</li> <li>• Established networks across the UK to move victims from location to location</li> <li>• Forced or coerced into sexual activity with multiple partners</li> <li>• Involves the buying and selling of young people</li> </ul>

**Section 9 – Violence in relationships**

- We are committed to ensuring the school is a safe place for all pupils and systematically address the issue of violent behaviour in school and our community.
- As part of our PSD curriculum external visitors deliver bespoke sessions to pupils to consider the importance of equality and respect within relationships, challenging gender stereotypes and introducing positive and diverse perspectives on gender roles, hopes and aspirations.
- Learning how to show respect through listening and sharing is embedded in our school ethos, reinforcing the message of challenging eachothers ideas in non-confrontational ways, recognising the difference between aggressive and assertive responses.
- Clear guidance is given to students, in all year groups, through the wider curriculum about the nature of abusive relationships, as outlined below:

## What is involved in Relationship Abuse?

<b>Emotional Abuse</b>	<b>Physical Abuse</b>
<ul style="list-style-type: none"> <li>• Constant insults and name calling</li> <li>• Isolation from friends and family</li> <li>• Controlling what someone wears or where they go</li> <li>• Checking up on partners all the time, ie – checking phone, emails, social media</li> <li>• Making the person feel responsible for the abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting, punching, pushing, biting, kicking, using weapons, etc</li> </ul>
<b>Sexual Abuse</b>	<b>Financial Abuse</b>
<ul style="list-style-type: none"> <li>• Forcing someone to have sex</li> <li>• Unwanted kissing or touching</li> <li>• Being made to watch pornography against your will</li> <li>• Pressure to not use contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Taking / controlling money</li> <li>• Forcing people to buy them things</li> <li>• Forcing partners to work or not to work</li> </ul>

- It is important to remember that some students may have witnessed violence in their homes, and may see this as normal behaviour. Through PSD and our wider support systems we feel confident in our ability to systematically and sympathetically demonstrate that violence and exploitation is always wrong and that no one is ever responsible for the violence or exploitation they experience.
- Students and their families are signposted to access any external support they may require from our safeguarding team and weekly school nurse drop-in sessions.

## **Section 10 – Peer-on-Peer Abuse**

- In March 2013, the definition of domestic violence was revised to include young people between 16 and 18.
- ‘Keeping Children Safe in Education’ (May 2016) makes it clear that peer-on-peer abuse, including sexting, should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Our curriculum is geared to ensure students are aware that abuse and exploitation can happen in relationships between young people.
- The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. In some cases, such activity can essentially be information gathering and experience testing.
- Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage.

- If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. However, abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base, will be referred to the police for further guidance.

## **Section 10 – Pornography**

- Our PSD and wider curriculum explicitly reinforces that message that pornography is not the best way to learn about sex because it does not reflect real life, and can therefore be worrying, confusing or frightening for young people.
- We reinforce the message that some pornography (ie- child abuse images) is illegal at any age.
- When addressing the issue of pornography we endeavour to focus on negotiation and assertiveness skills, the importance of communication in relationships and analysing the stereotyping in media images. We also focus on the role of peer influence in young people’s lives, the importance of not pressurising or coercing a partner to look at pornography or imitate behaviours in it, and the skills required to resist unwanted pressure.

## **Section 11 – Sexting**

- Sexting’ is a term used by adults, referring to sexual content and images sent by any form a digital device. Young people may use their own terms, including ‘selfies’, ‘nudes’ or ‘fanpics’.
- Young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. As part of our wider e-safety provision in school, we actively encourage students to think about they want others to know and see about them – whether on or offline.
- E-safety is a key aspect of the new computing curriculum. Although it does not focus explicitly on the relationships aspects of e-safety, the ICT department links with our PSD co-ordinator to ensure there is no unhelpful duplication or contradictory messages.
- Our PSD and wider curriculum covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. We explicitly reinforce the message that it is illegal to produce, possess and distribute an indecent image of a person under the age of 18 – even if it is a picture of themselves.
- Our safeguarding team will contact parents / carers if we feel that any child is putting themselves in a vulnerable position in the ways outlined above and will refer to Children’s Social Care and the police as outlined in DFE guidance. We have clear procedures in place for securing relevant information from devices (see Child Protection and E-Safety policies)

## **Section 12 - Sexual Harassment**

- In April 2016, the Commons Women and Equalities Select Committee launched an enquiry into sexual harassment and sexual violence in schools. The report, published in September 2016, recommended that factors leading to sexual harassment and violence should be tackled in the school curriculum.
- Sexual harassment includes name calling and sexual innuendos as well as actions such as unwelcoming touching. This starts at a very early age, and should not be ignored.

- For example: name calling of any description is reprehensible – calling another girl a ‘slag’ is unacceptable. This will never be accepted as mere “teasing” as pupils would then learn that society approves of this behaviour.
- Support will be given to the victim in these situations and teachers should work with perpetrators to change their behaviour.
- Through our PSD provision, pupils debate these issues and are helped to develop skills to combat such behaviour.

### **Section 13 – Forced Marriage**

- Updated definition of Forced Marriage – ‘A marriage conducted without the valid consent of one or both parties and where duress is a factor’. As opposed to an ‘Arranged Marriage’ in which both parties agree and give consent to a marriage agreed by family or community members. It is also important to note that no religion endorses Forced Marriage.
- Forced Marriage is defined as a form of ‘Honour Based Violence’ and if a young person is forced into marriage under the age of 16, this is now a form of child abuse. In addition to the 2007 Forced Marriage Act, the Anti-social Behaviour, Crime and Policing Act (2014) states forcing a person to marry against their will is a criminal offence that can result in a prison sentence up to seven years. It is a criminal offence for a person to use violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage without their free and full consent.
- Students are made aware of their rights to choose their partner as part of our work on healthy relationships throughout the curriculum.
- Students are made aware of the signs to watch out for, within their own families and communities, to empower them to be in a position to express their concerns to friends, teachers, police and the Forced Marriage Unit. These signs include;
  - Physical pressure, ie – young girl is locked up at home or beaten until she agrees
  - Emotional pressure, ie – young person will let the family down if she does not consent
  - Financial pressure, ie – involves exchange of land, money, property as part of the arrangement
  - Sexual pressure, ie – young girl has been raped and then forced to marry as she is no longer pure
  - Family pressure, ie – sent abroad to marry as part of arrangement for an overseas family member to secure UK citizenship

### **Section 14 – Sexual Identity and Sexual Orientation**

- We are committed to ensuring that students, whatever their developing sexuality, feel our RSE provision is relevant to them and sensitive to their needs.
- Staff training will ensure teachers are able to deal honestly and sensitively with sexual orientation, answering questions appropriately and signposting support as necessary. There is no direct promotion of sexual orientation in our curriculum.
- Same-sex marriages and civil partnerships will be equally discussed as part of curriculum coverage on marriage and relationships.
- Governors, teachers and non-teaching staff, parents and students, are free to hold their own religious and philosophical views about the marriage of same-sex couples, families and adoption. However, stakeholders are not allowed to publicly express these views (verbally or written) to the detriment of LGBT students, staff, parents or community organisations.

- Our Anti-Bullying policy outlines the strategies that will be implemented if a student experiences any form of homophobic bullying.
- We will ensure appropriate external agency support is accessed if a student requests any specific guidance about their sexual identity or orientation.

### **Section 15 – Sexual Health and Contraception**

- Our Science and PSD curriculum provides students with knowledge about different types of contraceptives.
- Students can access full information about different types of contraceptives, including emergency contraceptives, from our School Nurse and Senior Learning Mentor, who can provide additional guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.
- As part of our CPD programme, staff participate in specific training sessions around sexual health and contraception, ensuring they are effectively informed and able to provide accurate and sensitive information to students in the classroom environment.
- We also provide information about the different Sexually Transmitted Diseases (STD) including HIV and the agencies involved in the treatment of these diseases. The weekly School Nurse Service drop-in sessions provide support and access to testing for several sexually transmitted diseases.
- We actively encourage the development of a sense of personal responsibility and responsibility for the well-being of partners.

### **Section 16 – Teenage Pregnancy**

- It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.
- Professional information and guidance will always be sought from a health professional. The school will encourage the student to talk to their parents/carers first if they believe that they may be pregnant.
- Students will be asked if they wish to tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place, then subsequent responsibility will then lie with the parent(s)/carer(s).
- If students refuse to tell their parent(s)/carers(s), the school will contact parent(s)/carer(s). A referral will then be made to the Teenage Pregnancy Team by the DSL. The Teenage Pregnancy Team will then contact the parent(s)/carer(s) and liaise with the school to ensure relevant risk assessments are completed.

### **Section 17 – Abortion**

- There are strongly held views and religious beliefs about abortion. Our PSD curriculum enables students to consider the moral and cultural dilemmas involved in this issue. Teaching encourages students to explore the dilemmas, enabling them to know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals.

## **Section 18 – Puberty and Menstruation**

- Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. Our PSD and Science curriculum provides students with information on preparation for menstruation and our Learning Mentor responds sensitively to requests for sanitary protection.

## **Section 19 - Support**

- Pupils at the Hillcrest School can access support on RSE matters from Mary Bunce and the weekly health drop-in sessions organised by the School Nurse Service. Referrals can be made to the Teenage Pregnancy Project and other sexual health agencies in the local and wider community.

## **Section 20 – Procedures**

- Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so.
- It is desirable, although not always possible, that that person should be their parent or carer.
- The law allows health professionals to see and treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- However, there will be cases where a teacher learns from another under-16 year old that they are having sexual intercourse. In these circumstances, schools must ensure that:
  - wherever possible, the young person is persuaded to talk to their parent or carer;
  - any child protection issues are addressed;
  - that the child is adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

## **Section 21 - Confidentiality**

- Teachers and visitors cannot offer or guarantee absolute confidentiality; it is our responsibility to ensure that pupils are aware of this. However, we must reassure students that their best interests will be maintained.
- If confidentiality has to be broken, students will be informed first and supported as appropriate.
- Unless it puts the student at risk of harm, members of our safeguarding team will encourage students to talk to their parents or carers and give them support to do so if necessary.
- If there is any possibility of abuse, child protection procedures will be followed.
- Students will be informed of sources of confidential help, for example, the school nurse, One-Stop-Shop, local chemists, Women's Aid
- Health professional are bound by professional codes of conduct to maintain confidentiality.
- Health professional, such as School Nurses can:
  - give advice one-to-one or information to a pupil on a health related matter including contraception.
  - exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

- We also provide information about the different Sexually Transmitted Diseases (STD) including HIV and the agencies involved in the treatment of these diseases.
- We actively encourage the development of a sense of personal responsibility and responsibility for the well-being of partners.
- The weekly School Nurse Service drop-in sessions provide support and access to contraceptives and testing for several sexually transmitted diseases.

## **Section 22 – Review**

Written by Steven Connor-Hemming (July 2017)

Review Date – July 2018



**Appendix 1 - Year 7 PSD Overview 2016-18**

<b>PSD Day 1 – Staying Safe</b>				
<b>Session 1 – Risk Assessments</b> <u>Focus</u> Health and safety in school Health and safety in community	<b>Session 2 – Alcohol</b> <u>Focus</u> Health risks with alcohol Under-age drinking Impact on mental health	<b>Session 3 – Extremism</b> <u>Focus</u> What is Extremism? Types of Extremist groups Extremist methods / resources	<b>Session 4 – Smoking</b> <u>Focus</u> Health risks with smoking Advertising Financial implications	<b>Session 5 – Road Safety</b> <u>Focus</u> Risks on the road Safety measures Community responsibility

<b>PSD Day 2 – On-line safety and Cyber-Bullying</b>				
<b>Session 1 – Healthy relationships</b> <u>Focus</u> What is a healthy relationship? How are they developed? What are they like on-line?	<b>Session 2 – Causes and results of online bullying</b> <u>Focus</u> Types of on-line bullying Impact on mental health How to report on-line bullying	<b>Session 3 – Internet Safety</b> <u>Focus</u> Risky behaviours on-line Strategies to keep safe on-line Safety support resources On-line grooming / CSE links	<b>Session 4 – On-line safety and the Law</b> <u>Focus</u> Responsible on-line behaviours Legal implications Impact of inappropriate actions On-line grooming/CSE links	<b>Session 5 – How to create safe on-line profiles</b> <u>Focus</u> Different types of social media Dangers sharing personal info. Safe and secure profiles

<b>PSD Day 3 – Economic Well-Being</b>				
<b>Session 1 – Impact of money</b> <u>Focus</u> Impact of money on our physical and emotional needs and wants	<b>Session 2 – Poverty debt</b> <u>Focus</u> Causes of debt Impact on emotional well-being Support available	<b>Session 3 – Budgeting</b> <u>Focus</u> Real life budgeting scenarios Importance of saving money Managing money	<b>Session 4 – Employment</b> <u>Focus</u> Local jobs market information Importance / benefits of work Employability skills	<b>Session 5 – Case Study</b> <u>Focus</u> Types of jobs in technological and digital markers. Employability skills

<b>PSD Day 4 – Healthy Relationships</b>				
<b>Session 1 – Types of relationships</b> <u>Focus</u> Family dynamics / friendships Marriage / Civil partnerships LGBT relationships Peer on peer relationships	<b>Session 2 – Exploitative relationships</b> <u>Focus</u> Types and examples of exploitation, ie – physical, emotional, financial, sexual. Links to grooming / CSE	<b>Session 3 – How to protect against unhealthy relationship</b> <u>Focus</u> Forced Marriage Rights in arranged marriages Relationship rights / responsibilities	<b>Session 4 – On-line relationships</b> <u>Focus</u> False on-line identities Risks meeting people in person Manipulation of social media	<b>Session 5 – Posting Images On-line</b> <u>Focus</u> Sexting Pressure used to coerce Legal implications

<b>PSD Day 5 – Democracy and Citizenship</b>				
<b>Session 1 – UK Parliament</b> <u>Focus</u> Role of Commons and Lords What happens in elections?	<b>Session 2 – Role of MPs</b> <u>Focus</u> What does MP do in Parliament? How are Laws passed by MPs?	<b>Session 3 – Current political issues</b> <u>Focus</u> Poverty, Extremism / Radicalisation, Education, Health, Policing, CSE	<b>Session 4 – British Values</b> <u>Focus</u> Importance of democracy Extremist threats to democracy	<b>Session 5 – The rule of Law</b> <u>Focus</u> Role and importance of policing Role of the courts / punishment

<b>PSD Day 6 – Conflict Resolution</b>				
<b>Session 1 – What is friendship</b> <u>Focus</u> What would a friend do in different safeguarding scenarios?	<b>Session 2 – Conflict Situations</b> <u>Focus</u> Local and global conflicts Conflict in relationships, ie – reference to peer on peer, exploitation, grooming, domestic violence	<b>Session 3 – Respectful behaviour</b> <u>Focus</u> Importance of cultural / ethnic identities and relationships. Homophobic behaviour	<b>Session 4 – Conflict Resolution</b> <u>Focus</u> Focus on responses to terror attacks in Manchester/London and Finsbury mosque – focus on Jo Cox	<b>Session 5 – Diverse Community</b> <u>Focus</u> EDL threat to community cohesion Role of ISIS sympathisers in the UK Impact of terrorism in UK/globally

**Year 8 PSD Overview 2016-18**

<b>PSD Day 1 – Human Rights and Responsibilities (British Values)</b>				
<b>Session 1 – Roles and Responsibilities in society</b>	<b>Session 2 – UN Charter on Human Rights</b>	<b>Session 3 – Discrimination</b>	<b>Session 4 – The Law</b>	<b>Session 5 – Sustainability</b>
<u>Focus</u> How to establish a society with clear laws, rules, roles and responsibilities	<u>Focus</u> How does UN Charter protect human rights ie- racism, homophobia, hate crime, Islamophobia, gender, age	<u>Focus</u> Forms of discrimination The law and discrimination Impact on society and values	<u>Focus</u> How and why does the law protect human rights and liberties?	<u>Focus</u> How do we find sustainable solutions to global issues?

<b>PSD Day 2 – Health Day (delivered by professionals)</b>				
<b>Session 1 – Sexual Health</b>	<b>Session 2 – Physical Activity</b>	<b>Session 3 – Contraception</b>	<b>Session 4 – Healthy Body</b>	<b>Session 5 – FGM</b>
<u>Focus</u> Dangers of sexting Under-age sexual relationships Grooming and sexual exploitation	<u>Focus</u> Healthy and balanced diets Physical exercise Weight	<u>Focus</u> Types of contraceptives How to use contraceptives Importance of using contraceptives	<u>Focus</u> How does the body develop? Puberty and menstruation cycle Development milestones	<u>Focus</u> What is FGM? Why does it happen? What to do if worried about risk?

<b>PSD Day 3 – The Law and British Values</b>				
<b>Session 1 – Decision Making</b>	<b>Session 2 – Terrorism / Extremism</b>	<b>Session 3 – Anti-Social Behaviour</b>	<b>Session 4 – Islamic Extremism</b>	<b>Session 5 – English Defence League</b>
<u>Focus</u> What factors can influence decision that result in inappropriate behaviour?	<u>Focus</u> Case studies of young people recruited to join extremist organisations	<u>Focus</u> Gang culture Youth violence Human trafficking linked to gangs	<u>Focus</u> Recruitment methods Examples of actions Use of social media to promote beliefs	<u>Focus</u> Recruitment methods Examples of actions Use of social media to promote beliefs

<b>PSD Day 4 – Mental Health and Emotional Well-Being</b>				
<b>Session 1 – What is mental health?</b>	<b>Session 2 – Anxiety disorders</b>	<b>Session 3 – Addictions</b>	<b>Session 4 – Eating Disorders</b>	<b>Session 5 – Self-Harming</b>
<u>Focus</u> Spectrum of mental health issues Signs and symptoms Myth-busting and young people issues	<u>Focus</u> Why do people become anxious? How is it displayed? Impact of social media / advertising Support available in community	<u>Focus</u> What is an addiction? Addictions linked to mental health? Addictions to mobile phones – impact on emotional development	<u>Focus</u> Binge eating, anorexia and bulimia Impact of social media / advertising Emotional impact on mental health Support available in community	<u>Focus</u> Forms of self-harm Reasons for self-harm Impact on mental health Support available in community

<b>PSD Day 5 – Careers and Work Related Learning</b>				
<b>Session 1 – The local economy</b>	<b>Session 2 – Career Stereotypes</b>	<b>Session 3 – Employability Skills</b>	<b>Session 4 – Job Advertisements</b>	<b>Session 5 – Case Study: NHS</b>
<u>Focus</u> Types of jobs and career opportunities in local businesses, ie - ISHIDA	<u>Focus</u> Challenging traditional role of women in the workplace by meeting female staff from ISHIDA / Apprenticeships	<u>Focus</u> What makes a good CV? Importance of CV? What do employers want evidence of?	<u>Focus</u> What information do they contain? What skills do different types of jobs require?	<u>Focus</u> Careers in the NHS Qualifications required Skill development

<b>PSD Day 6 – Healthy Relationships</b>				
<b>Session 1 – Trust in relationships</b>	<b>Session 2 – Good &amp; bad relationships</b>	<b>Session 3 – Violent relationships</b>	<b>Session 4 – Forced Marriage</b>	<b>Session 5 – Sexuality and orientation</b>
<u>Focus</u> Loudmouth Theatre Company focus on abusive teenage relationships and roles / responsibilities in relationships	<u>Focus</u> What types of behaviour are associated these relationships? What impact can these relationships have on mental health?	<u>Focus</u> Peer on peer abuse Female abuse towards males Domestic violence / CSE / grooming	<u>Focus</u> Definition / difference from arranged Reasons for forced marriage Support against forced marriages	<u>Focus</u> Development of LGBT rights Civil Partnerships Same-sex relationships / families

**Year 9 PSD Overview 2016-18**

**PSD Day 1 – National Generation Enterprise Awards**

Students work in groups to identify an issue affecting young people in the local community, set up their own business and develop / deliver a presentation on how they would tackle this issue in the city.  
Issues cover – Poverty / Food banks, Youth gang violence, Extremist behaviour, Anti-social behaviour, Sexual Exploitation

**PSD Day 2 – Extremist Radicalisation**

<b>Session 1 – Inappropriate use of technology</b>	<b>Session 2 – Technology as a recruitment tool</b>	<b>Session 3 – The media</b>	<b>Session 4 – Brexit and the EDL</b>	<b>Session 5 – ISIL</b>
<u>Focus</u> Who is stereotypical on-line groomer? What methods used to befriend?	<u>Focus</u> How are extremist groups using social media networks to recruit and indoctrinate?	<u>Focus</u> How do the media help to create 'stereotypical' views of people associated with extremist groups?	<u>Focus</u> Why did UK vote to leave EU? How has this added to tension in UK? How have EDL used this to promote their beliefs and ideology?	<u>Focus</u> Why have young people joined? What has life been like after joining? How is the reality different from the myth promoted by ISIL?

**PSD Day 3 – Drugs Awareness**

<b>Session 1 – What is an addiction?</b>	<b>Session 2 – Drugs Classification</b>	<b>Session 3 – Drugs and the Law</b>	<b>Session 4 – Drugs and Gangs</b>	<b>Session 5 – Support</b>
<u>Focus</u> Why do people take drugs? How / why become addicted? Which drugs are most addictive?	<u>Focus</u> How / why drugs classified? Overview of impact on human body Overview of impact on mental health	<u>Focus</u> What are the legal implications of producing, selling and possessing certain drugs?	<u>Focus</u> How have drugs contributed to the development of gang culture and youth violence? How have young people been drawn into this?	<u>Focus</u> What types of support can people get? What support in Birmingham? What support on-line?

**PSD Day 4 – Relationships and Sexual Health**

<b>Session 1 – Sexual Relationships</b>	<b>Session 2 – Equality in relationships</b>	<b>Session 3 – Pornography</b>	<b>Session 4 – Sexually Transmitted Infections</b>	<b>Session 5 – Contraception</b>
<u>Focus</u> Presentation by Loudmouth theatre company on the issue of consent in heterosexual and homosexual relationships	<u>Focus</u> Why is it important for partners in all forms of relationships (heterosexual, homosexual, Lesbian and Trans-gender) to have equal rights?	<u>Focus</u> Links with sexting Use of force / sexual exploitation Grooming / Role of social media Legal implications of taking, possessing and sharing such images	<u>Focus</u> Effects of different STIs on body	<u>Focus</u> Revisit types from Year 8 How to access contraceptives How to use different forms Myths around taking the pill Natural contraceptives

**PSD Day 5 – Financial Management**

<b>Session 1 – How do people get access to money?</b>	<b>Session 2 – Controlling finances</b>	<b>Session 3 – Debt management</b>	<b>Session 4 – Media</b>	<b>Session 5 – University life</b>
<u>Focus</u> What types of benefits do people get? Where can people loan money from? How do people use HP and credit?	<u>Focus</u> What expenses do adults face? What things will you need to pay when living on your own? What are current levels of taxation and NI?	<u>Focus</u> How / why do people get into debt? Risks associated with HP / Credit cards What support is available if in debt?	<u>Focus</u> How can the media encourage people to get into debt?	<u>Focus</u> Why do people go to University? What costs will students incur? What do students have to do to manage finances?

**PSD Day 6 – On-line safety**

<b>Session 1 – Digital Footprints</b>	<b>Session 2 – Images On-line</b>	<b>Session 3 – On-line friendships</b>	<b>Session 4 – Anti-social behaviour</b>	<b>Session 5 – How does social media influence our behaviour?</b>
<u>Focus</u> What happens to any information people post about themselves on-line? Who can access it and how?	<u>Focus</u> Revenge porn and the legal implications of generating, possessing, posting and sharing inappropriate images on-line.	<u>Focus</u> Case studies of young people sexually groomed and victims of human trafficking as a result of building relationships on-line	<u>Focus</u> Risks of accounts being hacked New trend of trolling / on-line stalking Discrimination through social media Identity theft and fraud	<u>Focus</u> Impact on our personal identity, ie – health, fashion, careers, values, behaviour, diet, political views, etc

**Year 10 PSD Overview 2016-18**

**PSD Day 1 – Crime and Punishment (British Values)**

<b>Session 1 – Gang Culture</b>	<b>Session 2 – Youth Violence</b>	<b>Session 3 – Knife Crime</b>	<b>Session 4 – Organised Crime</b>	<b>Session 5 – Courts and the Law</b>
<u>Focus</u> How / why do people join gangs? Risks and dangers of gang membership Impact on communities	<u>Focus</u> Examples of youth violence Reasons for increase in violence Links with organised criminal activity	<u>Focus</u> Why do people carry knives? What are the dangers and risk? What are the human consequences?	<u>Focus</u> Human trafficking Child Sexual Exploitation Prostitution	<u>Focus</u> What happened in juvenile courts? What types of sentences can be issued to young people for criminal actions?

**PSD Day 2 – BAIT – Child Sexual Exploitation**

<b>Session 1 – Risks of exploitation</b>	<b>Session 2 – Grooming</b>	<b>Session 3 – Teenage relationships</b>	<b>Session 4 – Consent in relationships</b>	<b>Session 5 – Human Trafficking</b>
<u>Focus</u> How can young people be sexually, physically and emotionally exploited in relationships?	<u>Focus</u> How can young people be groomed on-line and in physical relationships?	<u>Focus</u> How can people be abused? Why does abuse happen in teenage relationships? Is it different from older relationships?	<u>Focus</u> Why is consent important? How does it keep people safe? Different types of consent	<u>Focus</u> What is human trafficking? How do people become victims? What can their lives be like? How is it linked to exploitation?

**PSD Day 3 – Human Rights and Responsibilities (Relationships)**

<b>Session 1 – Definitions</b>	<b>Session 2 – The media</b>	<b>Session 3 – Abortion</b>	<b>Session 4 – Forced Marriage</b>	<b>Session 5 – Honour-based violence</b>
<u>Focus</u> What are the key rights and responsibilities in different types of relationships?	<u>Focus</u> How does the media portray rights and responsibilities in different types of relationships?	<u>Focus</u> Religious and moral interpretations Physical procedure Short and long term effects on body	<u>Focus</u> What are rights / responsibilities in marriage? How are 'forced marriages' an infringement on rights? Support?	<u>Focus</u> Why is HBV carried out? Local examples of HBV and support What are people's rights against HBV?

**PSD Day 4 – Emotional Resilience**

<b>Session 1 – Resilience</b>	<b>Session 2 – Stress</b>	<b>Session 3 – Self-harming</b>	<b>Session 4 – The media</b>	<b>Session 5 – Resilience strategies</b>
<u>Focus</u> What factors affect our resilience? How can we make ourselves more resilient?	<u>Focus</u> Why do young people become stressed? What role does school, family, health, exercise, diet, relations, social media have on stress levels?	<u>Focus</u> What factors may contribute to someone self-harming? What impact can repeated self-harming have on physical/emotional development?	<u>Focus</u> How is mental health portrayed in the media? (Positive and negative) What do the government need to do to tackle youth mental health?	<u>Focus</u> Examples of different types of strategies young people can use to increase levels of resilience

**PSD Day 5 – Drugs Education**

<b>Session 1 – Effects of drugs</b>	<b>Session 2 – Cannabis and the Law</b>	<b>Session 3 – Effects of Cannabis</b>	<b>Session 4 – Effects of Legal Highs</b>	<b>Session 5 – Effects of Cocaine/Heroin</b>
<u>Focus</u> Loudmouth Theatre Company performance on 'Working for Marcus' to show how easy it is for young people to be dragged into drugs world	<u>Focus</u> What does the law say about the selling, possession and use of cannabis?	<u>Focus</u> What impact does the regular use of cannabis have on people physically and emotionally?	<u>Focus</u> What are legal highs? What impact on body? What does the law say about use, selling and possession?	<u>Focus</u> Why do people use these drug? What impact on body? What does the law say about use, selling and possession?

**PSD Day 6 – Careers and Work Related Learning**

<b>Session 1 – Writing a CV</b>	<b>Session 2 – Interview Techniques</b>	<b>Session 3 – Applying for jobs</b>	<b>Session 4 – Local Labour markets</b>	<b>Session 5 – Work Experience</b>
<u>Focus</u> What information is required? How do CVs need to adapt based on the job people apply for?	<u>Focus</u> What do employers expect? Planning prior to interview Practice on answering questions	<u>Focus</u> What makes an effective letter of application? How do letters need to tailored to details in job adverts?	<u>Focus</u> How are job opportunities changing in Birmingham? What skills does a 21 <sup>st</sup> century workforce need?	<u>Focus</u> Planning for placements Importance of work experience How to plan / apply?

