



University Technical College Warrington (UTCW)

Relationships & Sex Education Policy

Document Detail	
Reference Number	UTCW043
Category	Statutory
Authorised by	Trust Board
Author	Assistant Principal
Version	3
Status	Approved
Issue Date	December 2017
Reviewed	October 2019
Next Review Date	October 2020

CONTENTS

1. DEFINITION	1
2. COMPLIANCE	1
3. ABOUT THIS POLICY	1
4. AIM	2
5. STATUTORY DUTY OF THE SCHOOL	2
6. PRINCIPLES	2
7. OBJECTIVES OF SRE	3
8. PRACTICE	6
9. THE HIDDEN CURRICULUM	7
10. ROLES AND RESPONSIBILITIES	8
11. PASTORAL SUPPORT	8
12. STUDENTS	9
13. PARENT	9
14. REVIEW	9

1. DEFINITION

- 1.1. To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It also teaches what is acceptable, and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

2. COMPLIANCE

- 2.1. This sex and relationship policy has been prepared with due regard to the following statutory provision and guidance;-
 - 2.2. Education Act 1996
 - 2.3. Department for Education's statutory guidance, "Sex and relationship education" June 2019.
 - 2.4. Equality Act 2010 and Schools

3. ABOUT THIS POLICY

- 3.1. UTC Warrington (UTCW) believes that relationships and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE Programme.
- 3.2. The students attending UTCW come from a range of backgrounds, beliefs and values and have differing needs. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

- 3.3. UTCW acknowledges the importance of its role in supporting the welfare of young people, and through the ethos of the academy seeks to provide students with the attributes, skills and knowledge to make informed and safe choices.

4. AIM

- 4.1. The Relationship and Sex Education (RSE) programme aims to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy safe and fulfilling relationships based on mutual respect and responsibility, free from any abuse.

5. STATUTORY DUTY OF THE SCHOOL

- 5.1. The Trust Board is required to have a written statement of this policy available to parents.
- 5.2. The statement must be drawn up in consultation with the Principal. The 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.
- 5.3. Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science.
- 5.4. The views of parents are to be considered when developing a relationships & sex education policy, and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the.
- 5.5. Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

6. PRINCIPLES

- 6.1. UTCW has a responsibility to guide and support young people through their physical, emotional and moral development. A well planned and effective RSE programme will help young people learn and respect themselves and others and move with confidence from childhood through adolescence and into adulthood.
- 6.2. UTCW recognises that the prime responsibility for bringing up children rests with parents and the key part they have in providing relationship and sex guidance to their children.
- 6.3. It is important also to recognise the power of the confusion caused by "informal" learning by students - including from television, radio, internet, magazines, newspapers, gossip, jokes, and various other sources which must be addressed in their learning and to ensure the safeguarding of students is paramount.
- 6.4. Morals and morality are essential dimensions of sexuality and relationships. All SRE will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds and students' special educational needs - and it will promote those values of respect and dignity for human life which are common to all faiths and societies.

7. OBJECTIVES OF RSE

7.1. The objectives of UTCW's relationship and sex education programme are:

7.1.1. Families

- 7.1.1.1. that there are different types of committed, stable relationships.
- 7.1.1.2. how these relationships might contribute to human happiness and their importance for bringing up children.
- 7.1.1.3. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- 7.1.1.4. why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 7.1.1.5. the characteristics and legal status of other types of long-term relationships.

- 7.1.1.6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 7.1.1.7. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

7.1.2. Respectful relationships, including friendships

- 7.1.2.1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- 7.1.2.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 7.1.2.3. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 7.1.2.4. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- 7.1.2.5. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- 7.1.2.6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- 7.1.2.7. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 7.1.2.8. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

7.1.3. Online and Media

- 7.1.3.1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

- 7.1.3.2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- 7.1.3.3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- 7.1.3.4. what to do and where to get support to report material or manage issues online.
- 7.1.3.5. the impact of viewing harmful content.
- 7.1.3.6. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- 7.1.3.7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- 7.1.3.8. how information and data is generated, collected, shared and used online.

7.1.4. Being Safe

- 7.1.4.1. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- 7.1.4.2. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

7.1.5. Intimate and sexual relationships, including sexual health

- 7.1.5.1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- 7.1.5.2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- 7.1.5.3. the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

- 7.1.5.4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- 7.1.5.5. that they have a choice to delay sex or to enjoy intimacy without sex.
- 7.1.5.6. the facts about the full range of contraceptive choices, efficacy and options available.
- 7.1.5.7. the facts around pregnancy including miscarriage.
- 7.1.5.8. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- 7.1.5.9. how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- 7.1.5.10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 7.1.5.11. how the use of alcohol and drugs can lead to risky sexual behaviour.
- 7.1.5.12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

8. PRACTICE

- 8.1. Certain content and lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such lessons will not include material on AIDS, HIV, and other sexually transmitted diseases, or any aspect, other than biological aspects, of human sexual behaviour.
- 8.2. RSE is taught in Key Stage 4 and 5 via specific age related workshop events and curriculum based learning. The learning within lessons and workshops is designed to build on previous knowledge and be appropriate to the age of the students.
- 8.3. It is taught within mixed ability and mixed gender groups in the main. Where considered appropriate, student groupings are organised to meet specific needs including the special

educational needs, particularly for those students with an Education Healthcare Plan (EHCP) for ASD and a member of the Spectrum Centre. RSE is part of the curriculum for all students.

8.4. The programme of study for sex education will demonstrate:

8.4.1. progression from Key Stage 3 to Key Stage 4 /5 with language, concepts and content increasing in depth and complexity as the students mature physically, intellectually, emotionally and socially;

8.4.2. relevance and differentiation - lead teachers have an awareness and information on the levels of development of their students; they are able to draw out existing knowledge and needs and to build on them appropriately; and,

8.4.3. Sex education will be integrated into a programme of SMSC and into other relevant areas of the Academy curriculum.

8.5. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of UTCW's Sex Education programme. In such cases, particularly since they may involve students whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

9. THE HIDDEN CURRICULUM

9.1. The sex education programme is not just what is "taught" in the classroom. Young people learn much from the overall ethos of the Academy - from the attitudes of staff, from relationships, from gender and other issues.

9.2. It is important that all staff, whether directly involved in the programme or not, discuss the Academy's approach to sex education in the broad sense. With increased understanding and support, most teachers will feel able to make some positive contribution to the "whole" curriculum.

10. ROLES AND RESPONSIBILITIES

- 10.1. RSE is led and coordinated by Teacher responsible for SMSC. The materials and lessons are planned by the lead teacher in association with other relevant parties to ensure appropriate content and style.
- 10.2. All staff, parents and stakeholders have access to the RSE policy on website. Teachers have document of aims and objectives for the specific units of work. The class teacher is responsible for ensuring, as far as possible, that the teaching environment is conducive for this kind of subject matter including the setting up and use of ground rules.
- 10.3. In addition a planned programme of Focus events are planned over KS4/5 and all students have access to and attend workshops. These are delivered by teaching staff and external agencies where appropriate, in order to enhance the experience. Other organisations including the Sexual Health Team are used as available and appropriate. All external facilitators will be required to confirm to this policy statement. The content is quality assured to ensure it fits within the planned programme, and meets the needs of the full range of students
- 10.4. As UTCW policy, all staff would be expected to uphold and, where appropriate, reinforce the values and expectations promoted in this document in their day-to-day contact with students.
- 10.5. Teachers are required to adhere to UTCW's policy on confidentiality between themselves and students as set out within this section. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they should follow the Academy's

11. PASTORAL SUPPORT

- 11.1. Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. UTCW provides support for individual

students worried or disturbed by some aspect(s) of their development, relationships or environment.

11.2. Care must be taken, however, in counselling and providing advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.

11.3. The "signposting" for students to agencies and services is undertaken in liaison with Student Support Team to appropriate services.

12. STUDENTS

12.1. There will be expectations placed on the students in terms of behaviour and mutual respect. They will be encouraged to approach this type of work in a mature way and respect others opinions, beliefs and values so that topics can be addressed and explored appropriately. The manner in which they approach the work can have a direct effect on the way in which the teacher is able to proceed with the lesson.

13. PARENT

13.1. Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

13.2. Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, 'if the child wishes to receive sex education rather than be withdrawn, UTCW will make arrangements to provide the child with sex education during one of those terms.

13.3. UTCW recognises that parents have a role in reinforcing attitudes and values, personal and social skills, knowledge and understanding to encourage a positive debate at all times.

14. REVIEW

14.1. This RSE policy will be implemented, regularly monitored and evaluated by the lead teachers, Senior Leaders and the Trust Board.

14.1.1. Information which is recorded and retained is compliant with Data Protection and GDPR legislation.