



# **WANSTEAD HIGH SCHOOL**

## **Sex & Relationships Education Policy (SRE)**

Adopted and Agreed by FGB: 25<sup>th</sup> June 2015  
Review: 2018/2019

**WANSTEAD HIGH SCHOOL**  
**Sex & Relationships Education Policy**

**INTRODUCTION**

**Name of school:** Wanstead High School  
**Type of school:** Mixed, community  
**Date of Policy:** February 2014  
**Date for review:** To be reviewed every 4 years.

**SCHOOL PROFILE**

**School setting:** London Borough of Redbridge  
**Key stages taught in school:** KS3, KS4 and “KS5”  
**Ethnic background of students:** Mixed (67% BME)  
**Healthy School status achieved:** 2009  
**FSM/CLA %** = 14%  
**SEN %** = 14%  
**Statemented students %** = 0.9%

This policy is a review of the one approved in 2010. Consultation has occurred with the SLT, Governors, members of the pastoral staff, PSHCE department plus the Child Protection lead, School Nurse and School Council and parents.

SLT Lead: Mr P Scott, Assistant Headteacher

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### **THE AIMS OF SEX AND RELATIONSHIPS EDUCATION**

Sex education has as its basis the physical, emotional, intellectual and social aspects of a young person's development. It must take into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. Sex education is a combination of the sharing of information, and exploration of issues and attitudes. It should include:

- gaining knowledge: full, accurate and objective information about topics involved in sex education relating to the biological aspects and emotional aspects of SRE;
- alerting students to potentially harmful sexual behaviour
- tackling prejudice, including LGBT
- helping pupils to clarify their understanding of personal sexuality and that of others;
- giving an understanding of the law in relation to sex;
- considering the importance of relationships for personal happiness;
- developing personal attitudes and values with consideration for the moral aspect;
- learning about skills which will help to form and maintain fulfilling relationships;
- building confidence in making the best decision for oneself and not feeling pressurised into engaging in sexual behaviour;
- understanding what sexual harassment is and how to deal with it.
- understanding appropriate use of modern technology including texting and social media

School sex education should be implemented within a framework of inclusiveness and equal opportunity and an ethos of honesty, trust and respect so that pupils can put forward and explore their ideas. It should develop the notion that:

- sex is a part of serious, stable and loving relationship
- there are diverse family groupings and types; (including LGBT)
- a stable and loving family is the ideal foundation for raising children and for many but not all this will be a marriage (which may include same sex marriage)
- equip young people for responsible parenting
- inform students so that they are able to make decisions and choices regarding their safety and well-being with regard to sexual behaviour and relationships

Sex and relationships education should fit into the 'Every Child Matters' framework (2003) where we encourage young people to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve academic wellbeing.

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**WE BELIEVE THAT SEX AND RELATIONSHIP EDUCATION MUST:**

- be an integral part of the learning process, beginning in childhood and continuing into adult life;
- be for all children, young people and adults, including those with physical, learning or emotional issues;
- foster attitudes of respect towards the right of others
- encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision making skills;
- convey an anti-discrimination message;
- foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience;
- be clear in condemning homophobia;
- offer a supportive climate where children can disclose abuse to trained members of staff
- be taught in mixed sex and ability groupings but there may be occasion when mixed sex groupings may not be appropriate/as deemed by PSHCE CTL/SLT Lead;
- equip students with the skills and knowledge to protect themselves against STIs (including HIV) and unwanted pregnancies as well as the biological and emotional aspects of sex to enable students to identify and resist pressure, exploitation and abuse.
- Access to information/support via school nurse

**WANSTEAD HIGH SCHOOL'S REQUIREMENT FOR EFFECTIVE PLANNING AND DELIVERY IN SEX & RELATIONSHIPS EDUCATION**

- It should be developmental and appropriate to the age and stage of the child.
- It must be clear about its aims and objectives.
- It must be taught in a variety of ways and repeated as the young person matures.
- It combines factual knowledge with exploration and debate.
- It examines concepts and opinions and encourages discussion of them.
- It encourages the development of personal and interpersonal skills and respect for self and others.
- It requires some negotiation with pupils to establish needs, rather than working from assumption.
- It requires training for teachers to enable them to work with confidence.
- It is most effective when parents are involved and supportive.

**DELIVERY**

SRE will be delivered within the school's agreed aims and values which are sensitive to the needs and beliefs of the students, parents/carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

- SRE will be delivered primarily through lessons, most of which will be taught by PSHCE & Science specialist teachers.
- Occasionally, and especially in PSHCE, outside facilitators may be brought in.
- Occasionally year groups may be taken off timetable for a special session.

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- Age appropriate health education boards are located in various places throughout the school.
- Occasionally theatre groups may be brought in.

### **CHILD PROTECTION**

Wanstead High School has a separate child protection policy that must be adhered to. Staff are aware of the issues that SRE may raise and how they can deal with these issues. They are fully aware of how to report any concerns they may have in lines with national, local and school policy and procedures. The school has a CP Officer and a Senior lead.

### **CONFIDENTIALITY**

All students must be informed that as a general rule, confidentiality will be maintained. However they must be made aware that if they or someone they know are deemed to be in danger, the teacher must speak to the Child Protection lead.

### **DEALING WITH SENSITIVE ISSUES RE:SEXUAL BEHAVIOUR AND RELATIONSHIPS**

Staff should be aware that views surrounding SRE related issues are varied. Personal views are respected re: sexual behaviour and relationships. The subject should be presented using a variety of views and beliefs, enabling students to make their own decisions and views. Questions raised formally and informally are answered according to the age and maturity of the student concerned.

- No one – staff or student – should have to answer a personal question.
- No one will be forced to take part in discussions.
- The correct names for body parts will be taught.
- Meanings of words will be explained factually and sensibly.

Wanstead High School believes that SRE should meet the needs of all students regardless of their developing sexuality and will be able to deal honestly and sensitively with sexual orientation and offer support.

- Whilst nobody should be condemned for a specific view on legal sexual behaviour, views which foster discrimination must be challenged.

### **MONITORING AND REVIEW**

- The policy will be reviewed every 4 years with teachers, students, governors and parents.
- Individual lessons should be reviewed as a part of the school's regular monitoring process.
- Through the inspection process and self evaluation and review.
- Ideally once each year PSCE students are asked for their opinions about the delivery of SRE.

### **TEENAGE PREGNANCY**

We believe that we should support girls who become pregnant and finish their education (see pregnancy protocol).

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**SPECIFIC ISSUES CONCERNING SEX AND RELATIONSHIP EDUCATION**

1. **CONTRACEPTION / PROTECTION:** is absolutely permissible for this to be taught within a correct curriculum framework and, in the light of the number of teenage pregnancies, it is incumbent on the school to deal with this matter. If a pupil asks an individual member of staff for personal contraceptive / protection advice, that member of staff should always refer the pupil to a health professional who is allowed to counsel on this matter including the school's Child Protection Officer. Teachers and other non teaching staff should not give advice, on an individual basis, regardless of age.
2. When visitors are invited in to SRE lessons, staff should check that they are aware of the school's policy and that they will be working within the Department for Education guidelines. Visitors must have a teacher with them.
3. **LGBT:** Teachers must deal with the topic openly and honestly. It is important to challenge homophobia, as well as transphobia
4. **SEXUAL ABUSE:** The school has a thoughtful and well developed policy on this matter with which all staff should be familiar. The school has a Child Protection Officer who is the channel for dealing with such matters. The topic is always seen as a priority in the CPD programme for New Staff and Newly Qualified Staff. The policy stresses the need for vigilance and swift action. (See Safeguarding policy).
5. **FGM (Female Genital Mutilation):** The dangers of this illegal practise should be taught in an open manner. (See Safeguarding policy).
6. **Forced Marriages:** The dangers of forced marriages should be taught in an open manner.
7. Where to go for help/advice should be flagged up. (See Safeguarding policy).

**WITHDRAWAL FROM SRE LESSONS**

We believe SRE is an important part of preparing students for adulthood and that our policy ensures that it is taught in a sensitive manner.

Any parent wishing to withdraw their child has a right to do so; this should be done in writing to the Headteacher, this right does not however extend to teaching of the biological aspects of sexual reproduction as part of the National Curriculum. If a parent is considering withdrawing we would ask that prior to making a decision they contact the Headteacher with a view to discussing the syllabi with the Heads of Science and PSHCE.

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**APPENDICES:**

- (1) Appendix 1 Faith and Homophobia**
- (2) Appendix 2 Pregnancy protocol**
- (3) Appendix 3 Young Fathers protocol**
- (4) Appendix 4 Young Fathers protocol flowchart**

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**APPENDIX 1: Dealing with faith and homophobia- some further thoughts**

Our school community is comprised of people with many faiths and those with none.

We are all expected to show respect and tolerance to every individual, regardless of their race, religion, sex or sexual orientation.

People of faith have a variety of differing views on homosexuality, between faiths and within faiths. It is inaccurate to assume someone who is religious is going to have a negative view of homosexuality. Some deeply religious people have very strong views against homophobia. (Desmond Tutu, former Bishop of Cape Town and champion of oppressed people was cited in our guest speaker's talk as one such person.)

Here are some questions you may wish to ask/statements you may wish to make in dealing with homophobia where faith is used as an excuse.

1. Does your religion promote hate?
2. Does your religion wish to see others harmed?
3. We are dealing with someone's sexuality here. No one is asking anyone to approve of gay sex; people can hold whatever view they want on gay sex or heterosexual sex. However, legal consensual sex is a private matter.
4. If someone is immediately thinking of sexual activity when the word "gay" or "lesbian" are introduced this could denote a homophobic attitude as people in gay relationships spend most of their time doing exactly the same thing as straight people (working, shopping, cooking, playing sport etc.)
5. Our school equal opportunities statement clearly mentions sexuality ( every room should have this displayed in a prominent place)
6. Our school equal opportunities policy clearly mentions sexuality and is in favour of equal opportunities for all.
7. The law is clear. If we don't tackle homophobic bullying we are discriminating against gay and lesbian students. (Since October 2010, the Equalities Act has brought in a duty on us not just to counter prejudice and discrimination but to promote equality. This had all party support)
8. All faith group approved a document published by the then DCSF (Department for Children, Schools and Families) against homophobic bullying called "Homophobic Bullying"
9. No one knows for sure how many people are gay and lesbian. The lowest estimates would suggest there is 1 person in every Tutor Group. Most are probably struggling with their sexuality and at least afraid to "come out". These students need protection from homophobic bullying. Also homophobic people must realise they will almost certainly work with people who are gay or lesbian.
10. The Head has and will continue to give fixed term exclusions for homophobic bullying.



## **Appendix 2**

### **A POLICY FOR THE RETENTION AND RE-INTEGRATION OF PREGNANT TEENAGERS AND TEENAGE PARENTS IN SCHOOL**

#### **1. INTRODUCTION AND BACKGROUND**

##### **a) Tackling Teenage Pregnancy**

The Governments Teenage Pregnancy Strategy was launched in 1999 in response to the report of the Social Exclusion Unit. The UK has the highest rate of teenage pregnancy in Europe. The Social Exclusion Unit reported that the risk of becoming a teenage mother is almost ten times higher for a girl from the lowest social class compared to a girl from a professional background. Teenage mothers are less likely to finish their education, less likely to find a good job and more likely to end up bringing up their child alone and in poverty.

The Government has set the following targets:

- To encourage the downward trend in teenage conceptions
- Increase the participation of teenage parents in education, training and employment, to reduce their risk of long term social exclusion.

Redbridge Teenage Pregnancy Strategy has a detailed Action Plan which sets out how it aims to achieve the Governments targets and teenage pregnancy forms a part of the Schools Organisational Plan

Education and schools are a key stakeholder in terms of delivering the Teenage Pregnancy action plan and have an important role to play in contributing towards key objectives, including:-

- Increased knowledge among teenagers and parents of sexual health and positive relationships;
- Increased awareness among teenagers of the availability of contraception and where to obtain advice and services;
- Development of negotiating skills to resist pressure to engage in early sexual activity
- Reduce the total number of days lost in education by teenage mothers;
- Greater involvement on the part of schools to accommodate the needs of teenage mothers;
- To reduce the risk of long term social exclusion by minimising disruption to the continuity of educational provision;
- To ensure access by pregnant teenagers and school age parents to a wide range of advice, guidance and support from Health, Social Services and the voluntary sector.

#### **2. RETENTION AND RE-INTEGRATION OF PREGNANT SCHOOL PUPILS/YOUNG MOTHERS**

##### **SCHOOLS RESPONSIBILITY**

###### **I. Initial Disclosure of Pregnancy or Possible Pregnancy**

When the school becomes aware that a pupil is pregnant or thinks she may be pregnant staff must not offer or guarantee pupils unconditional confidentiality because of possible emerging child protection concerns. However, in all instances staff should explain the rationale for any referral and seek approval where possible. Staff are not legally bound to inform parents. A member of staff who finds out that a pupil is pregnant or may be pregnant should ensure that the pupil receives full information about services in her local area, for example pregnancy testing, termination services or specialist services such as Brook and how to access them so that they have the opportunity to talk through all options.

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*(In all instances of pregnancy in young women under 16, members of school staff should speak to the Education Welfare Service to discuss whether the Child Protection referral procedures should be followed. If there is any likelihood that the pregnancy is the result of abuse there should be immediate discussion with child protection staff in school, Education Welfare, Social Care&/ or the Police).*

A referral should also be made to the Education Welfare Service Manager, Lynn Jago (0208 506 5282)

## **II. Continuation of Pregnancy**

The Equality Act 2010 provides new protections for pupils from discrimination because of pregnancy and maternity in school, as it is now unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby.

In cases where a pupil has decided to continue with her pregnancy, the headteacher will need to be informed so that arrangements can be made for her continuing education.

The headteacher should inform relevant members of staff and in consultation with the pupil, nominate a member of the pastoral staff or a Learning Mentor to take responsibility for the pupil's welfare and continuing education. Steps should be taken to ensure the pregnancy is dealt with sensitively by both teachers and pupils within the school, respecting the pupil's wishes for confidentiality.

The headteacher should ensure a referral to the designated Child Protection Co-ordinator has been done if there are safeguarding concerns.

## **III. Retention of the Pupil in School**

The school's aim should be to keep the pregnant pupil or school age mother in learning. This means in all cases keeping the pupil on the school roll, even if she may not be able to attend for a period of time; keeping in touch with her progress and planning for her re-integration into school. The school should ensure that the pupil continues in school for as long as possible before the birth, up to six weeks

before (unless there is a medical reason). A meeting should take place with the girl, her parents/carers and the Education Welfare Officer to discuss and put in place a plan on how her educational needs will be met during her pregnancy.

### **Pregnancy is not a reason for exclusion. Health and Safety should not be used as a reason to prevent a pregnant pupil attending school.**

The school with the Education Welfare Officer should undertake a risk assessment as part of the plans to keep the pupil at school.

This will be done at a pre-arranged meeting chaired by Education Welfare Service Manager and/or a Senior Officer.

The maximum period of authorised absence for pregnant school pupils/young mothers is 18 calendar weeks to cover the time immediately before and after the birth of the child.

Absence for ante-natal classes for young mothers and fathers should be classified as "authorised". 'M' coding would be required.

## **IV. Responsibilities Whilst Pupil Out of School**

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In all cases the school should keep the pupil on the school roll, even if she may not be able to attend for a period of time. The school should keep in touch with her progress, provide work and liaise with the Education Welfare Service on the continuity of her education. If health allows, the pupil should return following the authorised period of absence.

#### **V. Re-integration back to School**

Following the birth of the baby and a period of “maternity leave” (within the 18 weeks) plans should be made for the young woman to return to school with the minimum of disruption. A meeting should be held with the pupil, her parents/carers, appropriate school staff and the Education Welfare Officer to plan her return. The school should be prepared to offer a flexible re-integration programme including part-time attendance for a period if appropriate. This should be reviewed regularly with the pupil, parents, Education Welfare Officer and school staff.

Where both parents attend the same school, the school should be supportive of both parents in their responsibilities for caring for their child.

For children who are in public care the Children Looked After EWO should be consulted. School can also seek support and guidance from Redbridge’s Headteacher for the virtual school for children looked after.

### **3. RESPONSIBILITY OF THE LOCAL AUTHORITY**

#### **I. Provision of Education Out of School**

In accordance with the Education Act 1996 L.A.s have a duty to provide suitable education for all the pupils in their area either by ensuring sufficient places at school or by making alternative arrangements for those who are unable to attend school through illness, have been excluded or some other reason (including pregnancy).

For pregnant school pupils and young mothers of statutory school age the LA may consider alternative arrangements in conjunction with the school, if deemed necessary, for the period of 18 weeks “maternity leave” and for any sustained period that the pupil is not in school for medical reasons.

#### **II Responsibility of the Education Welfare Service**

Education Welfare is responsible for:

- monitoring the number of pregnant schoolgirls and young mothers of statutory school age
- securing appropriate integration and re-integration packages into mainstream education
- liaising with the Redbridge Childcare Information Service and Care to Learn to provide suitable childcare facilities if required to enable the young person to return to education
- liaising between the young person, her parents, the school, Health, Social Care, Connexions and voluntary sector
- ensuring the young person has access to appropriate counselling services
- ensuring the young person has access to advice on parenting skills and other practical support from Health, Social Care and the voluntary sector
- assist schools to adapt their practices to accommodate the needs of school aged mothers

#### **III. Data Collection**

LA’s must collect data on participation and achievement of all pupils in and out of school. As part of the Teenage Pregnancy Strategy, LA’s are now required to collect separate data on the participation and achievement of teenage parents. This data should also include information on transition to further education and provide information on ethnic background. Schools will be asked to provide relevant information regarding pupils who are pregnant.

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*With special thanks to Barking and Dagenham Local Education Authority for their help and guidance*

### Pregnancy Protocol

If anybody discovers that a girl is pregnant or is concerned that she may be pregnant or at risk of pregnancy this should be referred to the Child Protection Officer who should then refer this to another professional e.g. YPF and the designated person in the L.A. (the welfare service manager in the Children's Trust).

The Child Protection Officer and the girl should discuss whether or not to inform her parents (the child can request we withhold). The Child Protection Officer may wish to involve the School Nurse.

If the girl is under 14, the Child Protection Officer will make an immediate CP referral to Social Services. The police will be informed either by Social Services or the Child Protection Officer.

If the girl is 14+ an assessment will be carried out by the Child Protection Officer to see if a referral to Social Services is necessary or to another outside agency.

The HOY must be informed (if not informed already).

The Headteacher must be informed.

The utmost confidentiality must be observed by all concerned.

If abortion counselling is requested by the student, it must only be carried out by an outside agency.

If the pregnancy goes ahead, the HOY or a member of the SWAG team should become the pastoral carer to the girl. A support plan should be worked out with the student, HOY, EWO, Parent/Carer and if applicable, member of the SWAG team. An outside agency should become involved.

### **Appendix 3**

#### **Young Fathers Protocol**

- ◆ Any boy disclosing that he is about to become a father should be directed to the CP Officer immediately
  
- ◆ Should the boy be in years 7-9 the CP Officer will advise Social Services immediately, for possible reference to Police. Discretion will be used as to whether or not parents will be advised at this stage as is the case with all CP issues. The same action is required should the boy disclose that the girl is within this age bracket, but he is older.
  
- ◆ If the boy is older support should be requested from e.g. Teenage Pregnancy Coordinator at Young People Friendly (YPF) ([www.youngpeoplefriendly.co.uk](http://www.youngpeoplefriendly.co.uk)) or alternatively Brook Advisory ([www.brook.org.uk](http://www.brook.org.uk))
  
- ◆ Parental notification and involvement will depend on advice taken from YPF.
  
- ◆ Support should be offered – whatever decisions are made, but as with a girl those decisions should be reached with the assistance of Professionals and/or family.
  
- ◆ The Headteacher must be informed
  
- ◆ The HoY must be informed
  
- ◆ The utmost confidentiality must be observed by all concerned, and dealt with in a non judgemental manner.

**Appendix 4**

**Young Fathers Protocol Flowchart**

