



Archbishop Temple School

A Church of England Specialist College

Relationships and Sex Education Policy

Date Agreed : June 2020

To Be Reviewed : June 2021

(deferred to October 2021)

Name of Policy: Relationships and Sex Policy

Sub-Committee Responsible: Governors' Pastoral, Community & Chaplaincy
(PCC) Committee

Lead Responsibility in School: Assistant Headteacher - Curriculum

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other (please specify):**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

This policy covers our school's approach to Sex and Relationships Education (SRE). It is intended to provide an up to date policy for the school following a whole school review of SRE undertaken in the academic year 2015/16. An outcome of the consultation and review process is a wish for this policy, and the educational provision that it encompasses, to be referred to as 'Relationships and Sex Education (RSE)' so that there is a clear focus on the Christian promotion of strong, loving, life-giving and faithful relationships. Parents are informed about the policy through the school website and a copy of the policy is available from the school office.

Christian principles and Christian family values are at the heart of our Relationships and Sex Education programme at Archbishop Temple School. The Governors have determined that relationship and sex education shall form part of the curriculum. It will be appropriate to the pupils' age and will be presented within a moral, family-orientated and Christian framework. The programme will be taught in various curriculum areas, including the RE and science departments. The pastoral staff and Teaching Assistants will, where appropriate also support the delivery of RSE.

Philosophy

This Governing Body supports the School in its overall philosophy of relationships and sex education. Our school's overarching aims and objectives for our pupils are linked to the School aims: *'As a Church of England school we aim to be a high performing secondary school which provides an outstanding education to our pupils based firmly on our core values of faith, nurture and service.'*

We define 'relationships and sex education' as learning about sex, sexuality, emotions, relationships, sexual health and ourselves. We believe that learning about relationships and sex education should be an entitlement for all boys as well as girls; irrespective of sexual orientation; physical learning or emotional difficulties; and with or without a religious or faith tradition – everyone whatever their background, community or circumstance.

We consider that it includes information about what young people already know, what young people say they need, the emotional, biological, legal, social and cultural aspects of growing up, sexual development, sexual behaviour, sexuality and sexual health. Aspects of this include: the potential consequences of unprotected sex. For example unintended pregnancy, young parenthood, abortion, and sexually transmitted infections, including HIV. The effect and impact of ignorance, prejudice, discrimination and stigma. Pupils are signposted to websites and helplines through RSE to give them further advice and support as required; for example, 'Relate', Childline, etc.

We believe it is important to address this area of the curriculum to give pupils help to develop a positive attitude to personal wellbeing and sexual health. Sex is not only a given fact of human existence but in Christian and Muslim belief a gift of God as part of Creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of lasting, committed and faithful relationships. Children need to glimpse something of the wonder and security of family relationships as the proper context of sexual expression and to grasp the religious values of

acceptance, forgiveness and loving another “as yourself”. Pupils should acquire a deeper understanding of the full range of human sexuality.

Our values as a school are summarised as Faith + Nurture + Service. In the context of Relationships and Sex Education, these imply:

Faith in and faithfulness towards each other, whether as friends, partners or spouses.

Nurture of children, but also of the abilities, skills and talents of partners in a relationship

Service to and respect for friends and family members, including relatives of younger and older generations.

A responsible attitude and understanding of sex can lead to a positive sense of personal identity and value. The nature of Christian marriage recognises that true sexual fulfilment requires maturity, self-discipline, a will to work for the other person and the resisting of exploitation.

Marriage is discussed and its importance for family life and bringing up children. Equally Christian thinking recognises the existence of failure, judgement and the need for forgiveness and reconciliation. Responsibility also involves understanding how relationships can **be** wrong or can **go** wrong and what can be done to put them right.

As the pupils mature and become more sexually aware, our school can make a distinctive and unique contribution to Relationships and Sex education by placing it within a Christian context of love, faithfulness and forgiveness. The programme of Relationships and Sex education will allow pupils to explore an increasing awareness of their individual and social responsibilities before God. In this way they will become aware of their responsibility not only for themselves but also for those whom they love, the people with whom they live and work.

Aims of Relationship and Sex Education

In considering the aims for relationship and sex education due regard will be given to the special needs and learning difficulties of some of our children and to the age/maturity of the children, which is why the topics are stepped, with prior learning being built upon each year. It is recognised that the broader issue of health education in school does not begin and end in the classroom. The subtle messages that the pupils receive about health from the daily life of a School are as important as these given during lessons.

The aims of relationships and sex education are much more than the dispensing of the biological facts of life (although we must ensure that children acquire accurate knowledge as uninformed knowledge can lead to misunderstandings and irrational fears).

Relationships and Sex Education is concerned with questions of attitudes, values, relationships, emotions and feelings. It is concerned with fostering a young person’s positive self-image, self-esteem, self-worth and promoting positive attitudes towards love and sexuality. This is linked to the school’s Religious Education programme where pupils think about self-worth and religious values and the out workings of being made in God’s image. The issue of abortion and Christian attitudes surrounding it are dealt with in GCSE RE. Differences within Christian traditions are dealt with on this issue. Similarly, the GCSE RE course looks at various aspects of family life in the twenty-first century including divorce and remarriage.

Christian values are central to the relationships and sex education programme. The value of Christian wisdom enables pupils to consider the God who made them and how this will affect their speech, thoughts and actions. Compassion and forgiveness are considered too. Human beings fall short of the ideal but the admission of failure can bring forgiveness and reconciliation. People can change their behaviour.

Having the skills of decision making along with the relevant knowledge is important as the more informed a person is about the issues involved, the better they will be at taking responsible decisions and making informed choices.

The relationships and sex education programme aims to provide a framework for the child to become more aware of the consequences of their actions; to encourage the child to develop an awareness of and respect for themselves and others. Teachings will also cover reasons for delaying sexual activity (including Church teaching), approaches to resisting media and peer pressure and links to other risk taking activities, e.g. alcohol and drugs.

Relationships and sex education is also concerned to develop sensitivity towards the needs of others, and to be aware of different life styles including one parent families, homosexual relationships (male and female), people without a sexual partner and people without children. These issues are widely covered in GCSE RE, as pupils develop understanding of prejudice and discrimination and prejudice based bullying.

The aim of this programme is to also educate pupils against prejudice and discrimination, examining sexist attitudes and stereotyping and clarifying values and attitudes in respect of gender. It is also crucial to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

The aims of relationships and sex education are to encourage children to have due regard to moral considerations and the value of family life, seeing sexual relationships within the context of caring, loving, supportive and responsible relationships. This programme also aims to deliver on Government initiatives by reducing teenage pregnancies and sexually transmitted infections (STIs). The relationships and sex education programme includes:-

1. Information about the human body, sexual organs and sexual responses.
2. Human development, including adolescence, menstruation and adulthood.
3. Reproduction, conception, pregnancy, birth, childcare and parenthood.
4. Abstinence education.
5. The variety of sexual activities which are of low risk.
6. Prevention of unplanned pregnancy and sexually transmitted disease including HIV.
7. Health care, including the prevention and early detection of cervical, breast and testicular cancer.
8. The choices available in the case of unplanned pregnancy including fostering, adoption, termination and keeping the baby, including adoption.
9. Sexual Exploitation and consent

Legislation

Under the Education Act 2002/ Academies Act 2010 all schools are required to provide a balanced and broadly based curriculum which:

- *Promotes the spiritual, moral, cultural, mental and physical developments of pupils at the school and of society, and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

RSE is set within a wider legislative context.

- The 2006 Education and Inspections Act laid a duty on Governing Bodies *'to promote the wellbeing of pupils at the school'*. The duty came into effect in September 2007.
- The Equalities Act 2010 outlaws discrimination, including on grounds of gender or sexual orientation. Further details are set out in the school's policy on equality.
- The Civil Partnerships Act 2005 and the Same Sex Marriage Act 2014 legalised these relationships in England and Wales, and similar legislation applies in Scotland. The Same Sex Marriage Act does not apply in Northern Ireland.

Organisation

Relationship and sex education is delivered in a variety of ways that include

- Formal teaching in science
- Formal teaching in RE
- Inputs from pastoral staff through age appropriate, and on occasions gender specific assemblies. These may include presentations by health professionals
- Inputs during tutorial periods as part of focus weeks that cover aspects of RSE as well as other topics more usually considered as PSHE.
- Additional stand alone inputs during tutorial periods that are delivered by form tutors and may respond to national focus days and may make use of multi media resources such as those produced by the NSPCC
- Two KS4 Relationships Days (Summer term of Y10 and Autumn term of Y11). These days aim to provide young people with an opportunity to learn and reflect on a range of matters pertaining to Relationships and Sex education that have not been addressed elsewhere in the curriculum. These days are co-ordinated by the RE department and the School's Chaplain.

The Governing Body and the Headteacher have confidence in the team of professionals who deliver all aspects of the School's RSE and that delivery will be undertaken in a manner appropriate to the educating of young people in a Church of England high school.

General Issues

Sometimes a pupil will, in the classroom, ask an explicit question on a sex related topic which may lead into sensitive, difficult or controversial areas. It is important that children feel able to ask any questions that they wish and that their questions are valued. It is the policy of the school that such questions do not have to be answered directly or immediately. If necessary teachers and other adults within the school, also need to feel able to ask the child to wait for an answer to give them time to consult with the senior leadership team. (*For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.'*) Adults answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer. The teacher may use an anonymous 'questions box' in their classroom where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. The school expects teachers and other adults to use their professional skills and discretion in such cases, and always to keep in mind the age and maturity of the pupil, as well as the aims, values and procedures set out in this policy. If he/she is in doubt, he/she will first consult the Head of Religious Education.

If we have any reason to believe a pupil is at risk, we are required to take appropriate action in accordance with the school's written policy and procedure for Safeguarding. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interests.

Guidelines on Relationships and Sex Education

In the light of their policy the Governors have identified and considered several areas which may be described as sensitive but believe they should not be avoided. These are examples of two such areas and how they would like them to be treated.

HIV/AIDS

Any Christian response to the issue of AIDS is bound to involve ethical considerations, particularly regarding the transmission of this disease (drugs and sexual promiscuity).

At the heart of Christian teaching is set the vocation to marriage as a commitment to life-long partnership. Sexual intercourse is an expression of that commitment and alongside this is the ideal of chastity for those whose relationships are not part of a lifelong union. It is, however, a fact that we all fall short of the standards of the Gospel. Sexual habits and drug abuse should not be isolated from all the other standards by which we are called to live, and there is no room for self righteousness, neither should our school fall into that particular trap. The only response to AIDS can be that of concern and compassion, and we would wish the children of this school to learn these qualities, while being aware of the obvious dangers to relationships and life itself, which HIV/AIDS presents.

HOMOSEXUALITY

Children will be aware that, some people are in sexual relationships with people of the same sex. The existence of a range of Christian views is recognised.

Homosexuality is a fact within our human family, and it is statistically very likely that a minority of our pupils will live their lives with that sexual orientation. Our education programme would be failing all our children if it simply pretended that homosexuality did not exist, either by hindering understanding on the part of those who are heterosexual or by denying self-understanding to those who are not. Playground gossip plays an important role in the spread of misinformation; we believe that our school has a genuine educative and human role to play here. It is the school's responsibility to deal with questions about sexual orientation and relationships in a sensitive, balanced, factual and honest way, taking account of children's age, maturity and background. Tutors and teachers are in the best position to know their pupils' needs and adapt their teaching to suit specific requirements.

All should recognize the Christian value of the unique worth of each individual and for this reason: prejudice, victimisation, bullying and the use of homosexual slang as a form of abuse are contrary to the school's Christian values and will not be tolerated.

Right of Withdrawal

Broad areas of content will be covered in RSE and other lessons, as well as KS4 relationships days. The Governors recognise that discussion may take place in a wide variety of curriculum areas other than RE. The Governors also recognise that the Science curriculum will refer to human reproduction. Aspects will also be addressed through the themed tutorial weeks.

Parents have the legal right to withdraw their child from all or any part of the school's programme for Relationships and Sex Education. Legislation states that '*parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum*'. We will inform parents that Relationships and Sex Education is being delivered by writing letters to parents before the unit is taught. It is their responsibility to opt out. The School will not ignore any parental concerns, but the Governors do believe that a programme of Relationships and Sex education embedded in a Christian education is important for every child.

If a parent requests that their child be removed from 'sex education', the school will provide support by arranging for their child to work in the Pupil Inclusion Unit, which is staffed and is also equipped with computers so that pupils may work independently.

Resources

The programme will be taught through a range of teaching methods, including discussions, role-play, effective questioning and collaborative learning strategies to foster inclusion.

The Head of RE will ensure that, if requested, resources are available to parents to view before the lessons. Parents will be consulted on any major changes in the Relationships and Sex education programme.

The school programme is also supported by the school nurse. Constructive links also exist with the school's independent careers advisor (who was previously employed by the Young Peoples Service), who works to advise and support pupils on a wide variety of issues. Pupils are signposted to various local clinics through this service.

The involvement of parents and carers

The most powerful Relationships and Sex Education is a collaboration between school and home. We are committed to working with parents and carers. We will offer support to parents and carers by offering them an opportunity to come into school to view the resources prior to the teaching of RSE.

We will notify parents when particular aspects of Relationships and Sex education will be taught

Monitoring and Evaluating the Scheme

The school has procedures for monitoring and evaluating all curriculum areas regularly and systematically. Day to day monitoring is the responsibility of the Head of RE. Teachers are monitored closely by the Curriculum Leader, the Senior Leadership Team and Heads of House through drop-in observations to ensure good quality RSE.