



Twyford
C of E
Academies Trust

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Policy Author	Deputy Headteacher (Pastoral)

Sex and Relationships Policy

1 Background

Twyford Church of England Academies Trust is an Anglican multi-academy trust whose students aged 11-19 are drawn from over seven different local authorities and from over 71 different feeder schools. A significant percentage of students come from areas of social deprivation. It draws its intake from all six major world faiths (Christian, Muslim, Hindu, Sikh, Buddhist & Jewish). The school populations are ethnically diverse and include an above average percentage of statemented students.

Trust schools share the same ethos – the 10:10 ethic – based on the Gospel of John chapter 10 verse 10 - 'I have come that you might have life and have it to the full'. But each school also has a distinctive character of its own and governors play a significant role within the school community.

This policy has been produced in consultation with governors, the chaplaincy team, parents, students, Heads of Year, staff teaching, RE/Sex & Relationships Education/Science and representatives from school health. It also draws on advice from the National Society (a Church of England foundation dating from 1811), The Local Authority and the Department for Education.

1.1 Context

The prime responsibility for bringing up children rests with parents. The Trust recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of the parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationship education during their school careers through a curriculum which:

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- b) Prepares such pupils for the opportunities, responsibilities and experience of adult life”.

It is recognised that sex and relationship education is a sensitive issue which will require particular thought and consideration from schools and teachers in delivery and support. Sex and relationship education is acknowledged at Twyford Trust to be an area of great importance in supporting the further development of students into responsible and constructive citizens.

The sex and relationship education delivered should be tailored not only to the age, but also to the understanding of the students. At Twyford Trust, with its Christian value-system, sex and relationship education will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner.

In teaching, students will be made aware of the difference between fact, opinion and religious belief. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Students will be encouraged to appreciate the value of a stable family life through a consideration of the qualities of, and relationships between family members with an emphasis on respect, caring and support, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all students to feel a sense of worth.

2 Aims and Objectives

Sex and relationships education is part of the process of growing up for every child. An individual develops an acceptance of her/himself in physical, mental, spiritual and sexual aspects. Sex & relationship education forms part of our religious value system, incorporating the value of the individual, family and the community. Sex & relationship education is lifelong learning about physical, moral & emotional development.

The National Society report (2003) comments: "Sex is not only a given fact of human existence but, in Christian 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 healthy and stable relationships. The Church school can make a distinctive and unique contribution to sex education by placing it within a Christian context of love, faithfulness and forgiveness."

We wish to encourage all students to:-

1. Have respect for themselves and others.
2. To take responsibility for their own sexual behaviour and attitudes within the framework of the Christian moral code, as reflected in biblical and traditional Christian teaching, in the basis of divine love to be expressed as human love.
3. To give clear factual information, upon which students can make, informed decisions about their behaviour including how the law applies to sexual relationships.
4. To support the development of communication skills which enable students to discuss sex education and relationships issues in a confident and mature way.
5. Within a Christian context, to manage the challenges inherent in relationships, and to realise that there is the possibility of repentance, forgiveness and reconciliation for all.
6. To understand the consequences of their actions and the need to behave responsibly within sexual and personal relationships.
7. To make students aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in

managing relationships so they do not present risks to health & personal safety.

8. To have sufficient knowledge and understanding of healthy, mutually respectful relationships to avoid being exploited or exploiting others and being persuaded into unwanted or unprotected sex.
9. To respect the choices of others in their sexual and personal relationships

3 Content of the Sex & Relationships Curriculum

3.1 How

Sex and Relationships Education will be delivered primarily through workshops, Citizenship Lessons and RE and Science? Lessons, though many of the issues, by their very nature, have cross-curricula dimensions. The diverse staffing and variety of experience contained within the teaching body is seen as a valuable resource in delivering a comprehensive sex and relationship education. Content, initially, will be teacher-directed. All lessons will be carefully pre-planned and materials reviewed and monitored. Support and training will be offered to teachers to allow them to deliver the programme sensitively and effectively. Techniques will involve use of DVD, video and other teaching materials, use of outside speakers e.g. Aids Care Education and Training, School Health Service and discussion groups. All outside speakers will be aware of and deliver material in accordance of the school's Sex and Relationship Education policy.

It is essential that the sex and relationship education is delivered in a safe, secure and supportive learning environment. Clear ground rules covering confidentiality, right to privacy and respect and boundaries will be established in lessons where sex and relationship education is being taught.

Clear language will be used to avoid misunderstandings, prejudice and assumptions about students' abilities, aspirations, background and experiences.

3.2 What and when this is the Twyford programme

YEAR 7

Pastoral curriculum - what makes a healthy relationship/friendship?

Science – Reproduction SOW. Topics include; the reproductive system, sexual intercourse, IVF, Foetal development, puberty and the menstrual cycle.

Workshop titles

- Bullying
- E-Safety
- Positive psychology

YEAR 8

Workshop titles

- E-safety: sexting
- Stress and Resilience
- Drugs and Alcohol

YEAR 9

Pastoral curriculum – relationships: how to be a supportive friend

YEAR 10

Pastoral curriculum – contraception, pressures/consent and pornography.

RE – Relationships and families SOW. Topics include; human sexuality, contraception and family planning, marriage and divorce, gender equality.

RE – Religion and life SOW. Topics include; the origins of human life & abortion.

YEAR 12/13

Pastoral Curriculum – spring term: Healthy relationships to coincide with mental health month. Topics include; Homophobia and transgender issues.

Pastoral Curriculum – spring term: Sexual health with a focus on the transition from school to university. Main topic; sexual health/family planning services available at university

William Perkin

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| YEAR 7 | Workshops on Friendship and Anti-bullying, E-Safety, Identity and Discrimination

10 lesson topic on Reproduction (see KS3 syllabus) in Science lessons |
| YEAR 8 | Workshops on Sexting and Social Media, Drugs and Alcohol, Global Citizen and Democracy, Positive Self-Image and Relationships.

Lesson on HIV, AID and contraception as part of tackling world health applied Science elective. |
| YEAR 9 | Workshops on Online identity, Relationships and Self-Image, Drugs and Alcohol

Year 9 cover the following topics in GCSE RE Course (Year 1). Christian teaching on marriage and divorce, Christian attitudes to sex outside marriage, Christian teaching on family life, Christianity and contraception, Christianity and homosexuality, Sanctity of Life and journal of unborn life, Christianity and abortion. |
| YEAR 10 | Workshops on Safer Sex and responsible Citizenship |

RE course will cover:

Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality

- The nature of families, including:
- The role of parents and children
- Extended families and the nuclear family.
- The purpose of families, including:
- Procreation
- Stability and the protection of children
- Educating children in a faith.
- Contemporary family issues including:
- Same-sex parents
- Polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

4 Advice and Confidentiality

Sex and relationship education can raise issues of a sensitive nature and may provide a context where a student may feel able to discuss issues from their personal life. Issues could be raised which cause the teaching staff to be concerned for the safety or health of the student e.g. a child protection issue. (for example – unplanned pregnancy or unsafe or illegal sexual behaviour).

Whilst teachers can present clear factual information within a framework of values and an awareness of the law, they may NOT offer students one to one advice on contraception or sexual behaviour or issues relating to child protection. This is for the professional protection of adults as well as the safeguarding of children. No member of staff may promise unconditional confidentiality to students since there are some issues e.g. Child Protection or unplanned pregnancy that must be referred to the appropriate Senior Member of staff in accordance with existing Child Protection Policy procedures. These state that if a student asks to speak to you “in confidence”, you must respond that you are happy to listen but the student must realise that there are certain things that you are obliged by law to pass on to one of the School’s Child Protection Officers.

Health professionals are bound by their own professional codes to maintain confidentiality. However, when working in a classroom situation; they are also bound by relevant Trust policies. They must protect privacy in a classroom setting, by negotiating ground rules and using distancing techniques such as role play and issue based discussion.

Outside the teaching situation, school nurses CAN give one-to-one advice and information to a student on health related matters including contraception.

5 Organisation

The delivery of the Sex & Relationships Education Programme in Years 7 – 9 is overseen by the PHSE Co-ordinator who liaises with Heads of Year, Head of RE & Head of Science. Outside agencies and specialist staff also make an input. All curriculum delivery should embrace the stated aims of this policy and conform to legal requirements and statutory guidance.

Both staff and students will evaluate the programme each year and the results considered by School Council, Pastoral Committee & Student Committee of the Governing Body. Any subsequent amendments will be discussed fully with all the groups listed in the introduction of this policy statement.

The attention of parents is drawn to sections 35-41 of Circular 5/94 App 3) outlining their right of withdrawal with regard to Health and Sex Education under the 1993 Education Act.

6 Legal Position – From Circular 5/94: SEX EDUCATION IN SCHOOLS (EDUCATION ACT 1993)

Implementing Sex Education Policies and Programmes

Information for Parents

In order to secure maximum support for their programmes of sex education, schools should ensure that both current and prospective parents are fully informed of the content of these programmes and of how they can play a part in influencing the development or review of these. Governors are required to make and keep up to date a statement of their policy on sex education, which must be made freely available to parents. Schools should also ensure that parents understand the right of withdrawal and how to exercise it (see below).

Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. This parental right of withdrawal extends to all pupils attending maintained schools, including those over compulsory school age. A pupil in the latter category who sought to challenge the parental decision would, if he or she could not resolve the

matter with the parents, ultimately have to apply to the courts. The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Any unresolved disputes between them would also have to be referred to the courts. Parents do not have to give reasons for their decision, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.