

# **TRINITY SCHOOL**

**Governors Policy**

**on**

**Sex and Relationship Education**

May 1998  
(Updated November 2002)

## **Sex Education – the Law**

Section 46 of the 1986 Education Act requires that the LEA, the Governing Body and the Headteacher: *'shall take such steps as are reasonably practicable to secure that where Sex Education is given to any register pupils at the school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life'*.

This policy has been written to take account of the revised National Curriculum, published in September 1999, the need for guidance arising out of the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy.

## **Rationale**

The Governors believe that a knowledge and understanding of human sexuality is an important element of the secondary school curriculum, and a basic requirement for the students' development towards maturity and adulthood. The Governors also believe that such knowledge and understanding should be acquired within the context of social development in which the value of family life, the responsibilities of parenthood, the value of personal moral standards and respect for others are given full emphasis.

At Trinity, Sex Education is seen within the context of an overall commitment to Health Education (Personal, Social, Health Education). It is acknowledged and understood that we are providing this education within a multi-cultural and multi-faith society and it is our intention to develop and offer a curriculum and methodology that is open to all young people but which also recognises, respects and celebrates difference.

Young people need to feel comfortable with their growing sexuality and develop self-esteem, self-image and decision-making skills. Behaviour and attitudes formed when young are a major influence on future lifestyles. Our curriculum will work in a way that encourages the development of good sexual health.

## **Purpose**

Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

## **Aims of the Sex and Relationship Education**

- To make pupils/students aware that meaningful relationships are built on trust.
- To recognise the need for responsible and caring relationships within the family unit.
- The exploration of both personal and collective attitudes and feelings.
- The acknowledgement of peer group pressure and the engendered moral dilemmas.
- The acquisition of knowledge relating to personal health and self-preservation.
- The encouragement and the development of positive decision-making skills.
- The recognition of a range of options.

- Acknowledging the effect of lifestyles and one's actions.
- The awareness of cultural diversity and differences.
- The acceptance of one's own and others' sexuality.
- Learning to give and receive support.

## **Objectives**

### **Within the Primary Phase**

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

### **Within the secondary phase**

- Attitudes and values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making.
- Personal and social skills
  - learning to manage emotions and relationships confidently and sensitivity;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.

- Knowledge and understanding
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
  - the avoidance of unplanned pregnancy.

### **Monitoring, Review and Evaluation**

1. Sex and Relationship Education shall be available to every pupil/student throughout their time at school, in a form appropriate to the pupil/student's age and level of maturity.
2. Sex and Relationship Education should be delivered in co-educational groupings.
3. The curriculum should be co-ordinated to ensure a balanced, sensitive and progressive programme of Sex and Relationship Education.
4. The Sex and Relationship Education curriculum should make full use of resource materials, visual presentation, literature and outside speakers, details of such materials and speakers to be approved by the Governing Body and to be available to parents on requested. On occasions when an outside speaker is used a member of the teaching staff should be present throughout the lesson to ensure that contributions are consistent with the school policy.
5. The main vehicles for the teaching of Sex and Relationship Education will be the Personal and Social Education programmes supported by other areas of the curriculum as appropriate, in particular Science (for factual biological aspects of sexual function) in accordance with the National Curriculum.
6. Such programmes will encompass sexual function and behaviour as one of several equally important aspects of individual development such as self-awareness, moral integrity, personal hygiene and health.
7. In particular the Sex and Relationship Education curriculum will include:
  - a) Factual knowledge of the reproductive and birth process, including health aspects.
  - b) The range of normality of human sexual behaviour.
  - c) Personal integrity and the setting of personal moral standards.
  - d) The importance of the family unit.
  - e) Respect for life and the right of the individual.
  - f) An appreciation of ethical and moral dilemmas in sexual matters, including abortion.
  - g) An awareness of sexual discrimination and its avoidance.
  - h) Protection for sexual harassment and abuse.
  - i) Protection from sexually transmitted disease, including AIDS.
  - j) An understanding of the law relating to sexual matters.

- k) The process of adolescence and development to adulthood.
- l) Marriage and parenthood.
- m) Inter personal relationships and respect for others.
- n) Contraception.

### **Contraceptive information/advice (to under 16s)**

No teacher at Trinity School shall give direct advice to individuals or groups of under 16 year old pupil/students. There will be information about types of contraception but at no time will advice be offered, even though, in Health/Sex and Relationship education, there will be some in depth discussion about contraception.

- 8. The content and effectiveness of the course should be subject to regular monitoring and review.
- 9. The rights and responsibilities of parents in relation to Sex and Relationship Education should be acknowledged. Parents who wish to withdraw their child from all or part of the Sex and Relationship Education programme are requested to notify the Headteacher in writing. When appropriate, arrangements should be made for parents to view teaching and learning material and given the opportunity to discuss the school's approach. Copies of the school policy should be available to parents on request.
- 10. In their pastoral role teachers will be concerned with the safety and wellbeing of pupil/students in their care. When offering guidance to individual pupil/students, care must be taken to recognise the responsibilities of parents. If approached by an individual pupil/student for specific advice on sexual matters staff should encourage the students to consult parents or a health professional. Where a pupil/student confides in a member of staff, no guarantee of secrecy may be offered and the teacher concerned must consult a member of the Senior Management Team. If a pupil/student appears to be at moral or physical risk, staff should refer the matter to the Assistant Headteacher/s or member of the Senior Management Team.

### **Implications for whole school development**

The Sex and Relationship Education policy will have links with policies on Anti-Bullying, Behaviour Management and Teaching and Learning.

A copy of the Sex and Relationship Education policy will be included in the school prospectus.