



Relationships and Sex Education Policy

Adoption Arrangements and Date

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

- 1 either set a full Trust wide policy,
- 2 or set a 'policy principles' document (a framework within which LGBs develop a full and appropriately customised policy),
- 3 or delegate to LGBs the power to develop their own policy which the Trust Board will then ratify.

This is a Level 3 Policy against the Trust Governance Plan.

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| Review Body | LGB | Adopted | 23.02.17 |
| Responsibility | Headteacher | Date of next review | Spring 2020 |
| Policy Type | Statutory | Review period | 3 years |

1. Background

Under the provisions of Section 241 of the Education Act 1993, which came into force on 1st September 1994, the School has the legal duties summarized as follows:

- To provide sex education (including education about HIV and AIDS and other sexually-transmitted diseases) for all students.
- To teach human growth and reproduction as set out in the statutory national curriculum for science.
- The governing body must have a written statement of whatever policy they adopt on Relationships and Sex Education, and make it available to parents.
- The school should also make sure that any Relationships and Sex Education is embedded in personal, social and health education in order to ensure that students consider the moral aspects of sex education and are encouraged to develop loving and caring relationships.
- Parents have the right to withdraw their children from all or part of any Relationships and Sex Education provided (but not from the biological aspects of human growth and reproduction necessary under the national curriculum for science).

Revised orders for the National Curriculum in 2008 made provision of sex education a statutory requirement in key stage 4 in maintained schools (Bennett is an academy). Relationships and Sex Education is one of eight themes in the national healthy schools standard. Recommendation 15 of the Children's Health Select Committee Report 2006 suggests that 'governors ensure that a strong and consistent Relationships and Sex Education within a PSHE framework is delivered'.

The Supplementary Funding Agreement for Bennett includes the following binding requirement at 2.Z:

"The Academy Trust must have regard to any Guidance, further to Section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and the bringing up of children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school."

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Approved by the LGB: 23.2.17

This is a Level 3 policy

2. Educational Aims

Bennett's statement of aims and ethos makes clear that Christian values should "provide the focus and inspiration of School life." These values lead to an emphasis on the realization of potential in the academic, personal, moral and spiritual spheres; on the importance of self-respect and respect for others; and on the unique value of the individual and of human relationships between individuals. These values underpin all the activities of the curriculum, and the School's approach to relationships and sex education.

At the same time the school will ensure that students know and understand their rights and responsibilities under the law with respect to all aspects of sex and relationships, and are enabled to make well informed choices, including those with an ethical dimension, within the legal framework of the United Kingdom.

At Bennett, we teach young people about relationships and sex within a framework of values, with particular reference to Christian values. The School will, in all its relationships and sex education, aim to ensure that young people are encouraged and enabled to consider positively the family as fundamental social unit and the ideal of sexual expression taking place within Christian marriage. They should develop an understanding of the value of stability and fidelity for all relationships, sexual or otherwise.

The School will aim to adopt a stance of affirmation and support for all young people during the period of their emergent sexual identity, and will not tolerate name-calling, bullying or discrimination based on perceived or actual sexual orientation or gender identity.

3. The Programme of Relationship and Sex Education

Bennett's programme of relationships and sex education is the responsibility of the headteacher and local governing body under the Trust governance plan. Operationally this responsibility will be discharged by the assistant headteacher responsible for this area who works with the teacher in charge of Personal and Citizenship Education (PACE). Formal, integrated contributions to the delivery of the programme will be made from several sources, alongside teachers responsible for the delivery of the subject, including for example the science and religious studies curriculum areas, the school nurse and a range of external agencies and speakers. Aspects of human

sexuality, gender roles and sexual behaviour will be referred to in various curriculum areas, such as English, history, child development and geography. Relationships and sex education will also be delivered in discrete lessons as part of the timetabled delivery of PACE (Personal and Citizenship Education) curriculum in years 7-12.

4. The Content of Relationship and Sex Education The formal content of the programme is as follows:

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
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| Puberty – understanding physical and emotional changes, and ways they manifest themselves | Mental health and relationships– exploration of the issues. Fostering resilience as a protector against mental health problems, and how this works in terms of relationships | Contraception – various forms, how they work, risks and benefits | Contraception – various forms, how they work, risks and benefits, religious perspectives | Contraception – various forms, how they work, risks and benefits | Contraception – various forms, how they work, risks and benefits, | Forming healthy relationships – getting to know yourself and understanding yours and others’ emotional needs. The characteristics of healthy relationships |
| | Puberty – understanding physical and emotional changes, and ways they manifest themselves | Detail on sexually transmitted infections – prevention, signs and treatment | Understanding risks of exploitation and disease transmission in sex, especially unprotected and casual sexual encounters | Detail on sexually transmitted infections – prevention, signs and treatment | Understanding risks of exploitation and disease transmission in sex, especially unprotected and casual sexual encounters | Mental health and relationships, sexuality– exploration of the issues. Fostering resilience as a protector against mental health problems, and how this works in |

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| | | | | | | terms of relationships |
| Forming healthy relationships – getting to know yourself and understanding yours and others’ emotional needs. The characteristics of healthy relationships | Managing relationship breakdown – why it happens, how we feel, how to move forwards, guilt, what the law says about divorce, religious perspectives. | Online risks associated with relationships and sexual exploitation. Sexting. | Forming healthy relationships – getting to know yourself and understanding yours and others’ emotional needs. The characteristics of healthy relationships | Pregnancy – especially emotional and relationships related implications | Detail on sexually transmitted infections – prevention, signs and treatment | Understanding the role of sex in relationships – presentation of various perspectives, including the Christian (and other religions’) emphasis on sex as part of stable long term relationships, especially marriage. Christian understandings of marriage. |
| Mental health and relationships– exploration of the issues. Fostering resilience as a | Prostitution, selling of sexual services (operation | Managing relationship breakdown – why it happens, how we feel, how to | Understanding the role of sex in relationships – presentation of various | Cancer recognition and self examination | Sexual orientation and same sex relationships – exploration of the biological, social | |

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| protector against mental health problems, and how this works in terms of relationships | willow assembly) | move forwards, guilt, what the law says about divorce, religious perspectives. | perspectives, including the Christian (and other religions’) emphasis on sex as part of stable long term relationships, especially marriage. Christian understandings of marriage. | | and psychological issues. What the law says. Some differing religious perspectives. | |
| Health issues and sexual and emotional well being – the link between keeping the body healthy through diet, sleep and exercise, and emotional and sexual well being | Gender identity/ sexuality (Differences unit in PACE lessons) | Prostitution, selling of sexual services (operation willow assembly) | Abortion – what the law says, understanding different circumstances in which women consider it, the role of men in these decisions, introduction to both sides of the ethical debate | Prostitution, selling of sexual services (operation willow assembly) | Exploration of the issue of consent in sexual relationships. Recognising abuse (physical, psychological, emotional) in relationships. Exploring issues of fidelity in relationships. Forced and coerced marriages and other relationships. | |

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| Online risks associated with relationships and sexual exploitation. Sexting. | | Gender identity/ sexuality (Differences unit in tutor time) | Sexual orientation and same sex relationships – exploration of the biological, social and psychological issues. What the law says. Some differing religious perspectives. | | Prostitution, selling of sexual services, pornography – not a victimless issue | |
| | | Cancer recognition and self examination (PACE day Teenage Cancer Trust talk) | Exploration of the issue of consent in sexual relationships. Recognising abuse (physical, psychological, emotional) in relationships. Exploring issues of fidelity in relationships. Forced and coerced marriages and other relationships. | | FGM | |
| | | The characteristics of healthy relationships/ | Mental health and relationships, sexuality– exploration of the | | | |

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| | | Exploration of the issue of consent in sexual relationships. (PACE day Life and Soul) | issues. Fostering resilience as a protector against mental health problems, and how this works in terms of relationships | | | |
| | | | Gender identity exploration – what the law says, social, psychological and emotional issues. | | | |
| | | | Prostitution, selling of sexual services (operation willow assembly) | | | |
| | | | Recognising abuse (physical, psychological, emotional) in relationships. (DAVVS PACE day) | | | |
| | | | Pornography – not a victimless issue/ impact on sexual | | | |

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| | | | expectations and relationships (I would like to get Life and Soul to deliver this on PACE day – they have written a new session about it) | | | |
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There is an emphasis throughout these years on developing each student’s self-efficacy and the confidence to make well-informed personal choices about relationships and sexual behaviour, including those which may appear counter-cultural, having understood the provisions of the law, and having formed an informed personal ethical framework of reference.

The relationships and sex education programme aims to ensure that students “revisit” the issues covered at different stages and with growing moral maturity.

5. Personal Advice and Counselling

The School Nurse is available to provide a personal advice and counselling service for students on sexual matters. The School Nurse will follow the Registered Nurse professional code of conduct and ethics regarding confidentiality in such exchanges. In cases where the possibility of unlawful, exploitative or abusive behaviour is disclosed the School Nurse will refer to the Headteacher and to the Designated Safeguarding Lead. Occasionally students may wish to talk with teaching staff about their personal sexual or relationship concerns. In such cases, all teaching staff should refer to the student’s Year Manager, who will offer support or referral to the School Nurse as appropriate. In cases where there is thought to be a possibility of unlawful, exploitative or abusive sexual behaviour, the Year Manager will refer to the Designated Safeguarding Lead and to the Headteacher.

Where a student is seeking advice on matters such as sexuality, gender identity, contraception, sexual behaviour or relationships, the School's policy will be to encourage the student to discuss these matters with their parent(s), their GP, or, in some cases, with an appropriate counselling service. However, in terms of advice from the School Nurse to students who do not wish to discuss the matter with their parents, the school will act in accordance with the Fraser guidelines, referencing Gillick competency and associated binding legal judgements, in particular Lord Scarman's judgements (1985):

"...it is not enough that [a girl] should understand the nature of the advice which is being given: she must also have a sufficient maturity to understand what is involved ... parental right yields to the child's right to make [her] own decisions when [she] reaches a sufficient understanding and intelligence to be capable of making up [her] own mind on the matter requiring decision."

The School Nurse and other senior staff are able to apply these principles and guidelines or seek support in doing so. Other untrained staff must not attempt to do so. The School advises extreme caution to staff in offering any direct personal advice in matters concerned with relationships, sex, sexuality or gender identity – wherever possible the student should be referred to the Year Manager or School Nurse.

All members of staff are instructed that they may not promise confidentiality to any student, but should make it clear to the student that they must refer any serious disclosed matter to the appropriate senior member of staff.

6. Parental Right of Withdrawal

There is a right of withdrawal by parents from any or all aspects of Relationships and Sex Education, other than the biological and reproductive areas covered in science/biology. Any parent wishing to exercise this right must contact in the headteacher informing him of which aspects of Relationships and Sex Education they wish their child to be withdrawn from, referencing the summary contents table above, ideally leaving enough time for alternative, practical arrangements for to be made.

7. Monitoring and Review

The Relationship and Sex Education Policy will be monitored and reviewed at least once every three years by the LGB.

8. Information to Parents

The School Prospectus will include a short summary of the School's Relationship and Sex Education Policy, including the legal duties and educational aims of the School, and the parental right to withdraw their children from Sex Education, in accordance with the Education Act 1993.