



The Kings of Wessex Academy

Getting the best out of everyone

Sex and Relationships Policy

An Outstanding Church of England Academy

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Sex Education Policy

What is Sex Education?

It 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. The key elements which underpin this are Attitudes, Values, Knowledge, Understanding, Personal and Social skills. Quality Sex Education is essential to individual welfare and self-esteem.

Aims:

The sex and relationship education within the Academy aims to:

- Help students to develop knowledge, skills and understanding about the value of committed, loving, stable relationships, sexuality and sexual health.
- Encourage students to lead confident, healthy lives as informed and active citizens, with particular regard to the value of marriage and family life.
- Ensure that our statutory legal requirements are fulfilled
- Ensure that Sex Education supports our Christian Ethos and the social, moral, spiritual and cultural development of students within our care.

Objectives:

To provide students with the opportunity to develop a greater understanding by

- Enabling students to understand the biological aspects of reproduction;
- Considering the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications;
- Recognising and being able to discuss sensitive and controversial issues such as conception, virginity, celibacy, birth, child-rearing, abortion, sexually transmitted diseases including HIV/Aids and technological developments which involve consideration of attitudes, values, beliefs and morality;
- Appreciating the Christian beliefs surrounding sexual health and sexuality
- Analysing moral values and exploring those held by different cultures and groups;
- Making them aware of the range of sexual attitudes and behaviour in present day society and recognising the importance of personal choice in managing relationships so that students do not present risks to health and personal safety including the area of Child Sexual Exploitation;
- Helping students to be aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active;
- Demonstrating the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause;
- Recognising that parenthood is a matter of choice;
- Appreciating the value of the Christian attitude to the family and a Christian upbringing
- Exploring the concept of stereotyping and discussing issues such as sexual harassment in terms of the effects on individuals;
- Studying aspects of legislation relating to sexual behaviour, gender and equal opportunities and making students aware of the availability of statutory and voluntary organisations which offer support in human relationships.
- Exploring the possible consequences of decisions and actions.
- Appreciating the Christian concept of love, faithfulness and forgiveness.

Context: The prime responsibility for bringing up children rests with parents. As a school we recognise 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 the Academy should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex 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 experiences of adult life.”

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.

Delivery

The sex and relationships education curriculum is delivered through PSHE and Citizenship and supported by the Religious Education programme. In addition the work specified within the National Curriculum is delivered within the Science curriculum. Departments liaise to ensure coherence.

Students are generally taught in mixed gender, single age groups, although there is some flexibility in this arrangement for special events or gender specific work.

The Schemes of Work embrace the aims and objectives of the policy. A variety of approaches are used eg group work, role-play, video and discussions etc.

The sex education delivered is tailored not only to the age, but also to the understanding of the students. It aims to present facts in an objective, balanced and sensitive manner. It is set within a clear framework of values and an awareness of the law regarding sexual behaviour. Students are encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters are treated with sensitivity and great care is taken to encourage all children to feel a sense of worth. Particular care is taken when issues such as marital breakdown and divorce are dealt with.

Training is offered to teachers by the relevant subject leader and the Assistant Head Teacher with responsibility for Continued Professional Learning (CPL) staff training.

All students within the Academy have equal access to sex education. Students are taught through a spiral curriculum so that areas are revisited in order to differentiate for varying levels of understanding and maturity.

The programme of study allows teachers to adapt materials and approaches to suit the needs of students with different learning abilities.

The curriculum is supported by external visitors and special events.

Sexual identity and sexual orientation

The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. Staff should be vigilant for homophobic bullying and take the appropriate action as outlined in the Behaviour Policy and Code of Conduct/ABC.

The Christian dimension

The Christian dimension to Sex Education is largely taught through the Religious Education framework although in all lesson with reference to sex, relationships and sexual health, the moral and ethical implications are discussed to add context. As an upper school students are encouraged to gain a deeper understanding of the full range of human sexuality. As a church academy we endorse the approach that believes that a right understanding and attitude to sexuality and sexual relationships 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. Equally Christian thinking recognises the existence of failure, judgement and the need for forgiveness and reconciliation.

As students mature and become more sexually aware the church academy can make a distinctive and unique contribution to sex education by placing it within a Christian context of love, faithfulness and forgiveness. In this way students will become aware of their responsibility not only for themselves but also for those whom they love and the people with whom they live and work. Regardless of background, behaviour and sexual orientation, students are caringly accepted.

The use of visitors

Any visitors used to help in the delivery of the Sex Education programme will be clear about the boundaries of their input and will be aware of the Sex Education curriculum, relevant school policies and their work will be planned and agreed by the relevant subject leader.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the Academy's programme of sex education, other than those elements which are required by the National Curriculum Science Order. In this case, such parents should write to the Head Teacher stating their objections. A meeting will then be convened so that the parent's concerns may be heard. The subject leader for PSHE/Citizenship will make available the Scheme of Work and sample resources on request. If after discussion the parent is still concerned then the subject leader will make alternative provision.

Difficult or controversial topics

Controversial topics may arise which depend upon the judgement of individual teachers as to whether the subjects are suitable for class discussion. In particular, teachers approached by individual students for specific advice on contraception or other sexual behaviour will advise the young person to consult parents and, if appropriate, to seek help from a health care professional. In all circumstances, the professional judgement of the teacher must come in to play.

- Teachers should establish a set of ground rules so that young people are aware of parameters. For example:
 - ✓ If a question is too personal, remind the young person about the ground rules
 - ✓ If the young person needs further support, refer him/her to their Parent, Year Leader, Young Person Drop In Clinic; or through other external agencies as appropriate.
 - ✓ If a question is felt to be too explicit, acknowledge it and deal with it outside the whole class setting;
- Any concern about sexual abuse must be followed up in line with the Safeguarding policy and procedures;
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- Where specific help has been requested by a student the teacher should consult the relevant Year Leader or Designated Teacher for Safeguarding.

Safeguarding

Disclosures on matters relating to child sexual abuse should be reported immediately to the Designated Person in accordance with the Safeguarding Policy.

Confidentiality

The Academy aims to support young people but no individual member of staff will guarantee a student absolute confidentiality. Students should be made aware that 'confidences' cannot be kept if it is seen to be beneficial for the young person's well being and/or the teacher's ability to deal with the issue.

Monitoring and evaluation

The effectiveness of this policy is monitored by the Academy Leadership Group who will seek evidence from:

- Comments from students
- Comments from parents
- Lesson observations

The policy will be reviewed by the Teaching and Learning Committee of the Academy Trust on a two yearly cycle.

October 2015

Policy Formulation:

This policy has been formulated with reference to the following legislation, policies and documents:-

- Equalities Act 2012
- [Sexual Offences Act 2003](#)
- [Local Government Act 2003](#)
- [Education Act 2002](#)
- [National Assembly for Wales Circular No: 11/02](#) (pdf)
- [Sexual Offences \(Amendment\) Act 2000](#)
- [Local Government Act 2000](#)
- [Learning and Skills Act 2000](#)
- [Sex and Relationship Guidance. Ref: DfEE 0116/2000](#) (pdf)
- [Education Act 1996](#)
- [1993 Education Act](#)
- [1988 Local Government Act](#)
- [1988 Education Reform Act](#)
- Keep in Children Safe in Education – DFE July 2015

Sex Education Guidelines for Church School Governors, Alan Brown, National Society 1993

In addition The Bath & Wells Diocese were consulted and their resource centre used.

Other related school documents include:-

The Drugs Policy

The Safeguarding Policy

Behaviour Policy which includes Anti Bullying strategies

The Staff Handbook