



Ian Ramsey Church of England School



Sex and Relationship Policy

(As Approved by the Main Governing Body 2013)

1. Introduction

- 1.1 Ian Ramsey Church of England School (hereafter referred to as ‘the School’) aims to build a community where all relationships are based on the Christian values of love, forgiveness, reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, encourage conflict resolution, protect the weak and promote justice and compassion. Mutual respect and trust are central to all relationships within the School.
- 1.2 Sex and relationship education is an important component of the School’s Personal, Social and Health Education programme. Whilst the School uses this programme to inform its pupils about sex and relationship issues, it does so with regard to matters of morality and individual responsibility.
- 1.3 The sex and relationship programme at the School reflects the School’s ethos and encourages all pupils to have
 - 1.3.1 Respect for themselves
 - 1.3.2 Respect for others
 - 1.3.3 Responsibility for their own behaviour
 - 1.3.4 An understanding of how their actions can affect their family, friends and wider community

2. What is Sex and Relationship Education?

- 2.1 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.
- 2.2 The above definition is derived from the Department for Education document “Sex and Relationship Education Guidance” and is endorsed by the National Society for Promoting Religious Education.

3. Aims and Objectives

- 3.1 The aim of sex and relationship education is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.
- 3.2 The School aims to provide a framework for effective sex and relationship education within the school environment and the School's sex and relationship education programme reflects the aims and values of the School and the Governing Body. This programme has been created within the framework of the School's Christian ethos but also with due regard for the beliefs and ideas of other faiths.
- 3.3 The role of sex and relationship education is to provide balanced factual information about human reproduction together with a consideration of the broader emotional, ethical and moral dimensions of sexual health.
- 3.4 The School specifically aims to:
 - 3.3.1 Provide a balance between knowledge, information and guidance in enabling pupils to make positive life choices.
 - 3.3.2 Provide teaching on the value of family life, stable and loving relationships and marriage.
 - 3.3.3 Ensure that pupils know who to access for help and support, including ensuring that pupils are aware of the Brook Service, which is an organisation which provides contraceptive and sexual health services to those who are under the age of 18 years.
 - 3.3.4 Develop an understanding of human sexuality.
 - 3.3.5 Challenge sexism and prejudice and promote equality and diversity.
 - 3.3.6 Develop understanding of the arguments for delayed sexual activity.
 - 3.3.7 Develop understanding of the reasons for having protected sexual intercourse and to consider sexual transmitted diseases and infections.
 - 3.3.8 Ensure that pupils are aware of the effective time limit for emergency contraception.
 - 3.3.9 Develop critical thinking amongst pupils as part of pupils' decision making.
 - 3.3.10 Challenge myths, misconceptions and false assumptions about human behaviour.

- 3.3.11 Promote the learning of the importance of values, individual conscience and moral choices.
- 3.3.12 Explore with pupils and encourage understanding and appreciation of moral dilemmas.
- 3.3.13 Develop pupils' skills to manage emotions and relationships confidently and sensitively.
- 3.3.14 Empower pupils with the skills to be able to avoid inappropriate pressures or advances.
- 3.3.15 Develop understanding of physical development, human sexuality, reproduction, sexual health, emotions and relationships.
- 3.3.16 Discuss with pupils online relationships and how to cope with situations which may arise online regarding sex and relationships.
- 3.3.17 Act positively to prevent bullying which may arise as a result of pupils' choices and/or pupils' sexuality and/or pupils' gender. Further information on this aim can be found within the School's Anti Bullying Policy, a copy of which is available on request and should be capable of download from the School's website.

4. Organisation and Content of Sex and Relationship Education

- 4.1 The School's 'Personal, Social and Health Education' coordinators have responsibility for coordinating and overseeing sex and relationship education within the School. Details of who these coordinators are can be obtained by contacting the School's reception.
- 4.2 Sex and relationship education is formally delivered under the National Science Curriculum, and this is delivered by members of the School's Science Department. Such lessons are generally concerned with the physical aspects of development and reproduction. Sex and relationship education is also supported by the School's wider curriculum for Personal, Social and Health Education so that pupils receive sex education in a wider context of relationships and are prepared for opportunities, responsibilities and experiences of adult life. Staff teams generally deliver these lessons with support from professionals or specially trained staff where appropriate.
- 4.3 Sex and relationship topics which are delivered through Personal, Social and Health Education lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons the member of staff delivering the lesson will establish ground rules which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

- 4.4 Members of staff in the School will aim to answer questions put to them honestly and provide sex and relationship education, but they are not permitted to:
- 4.4.1 Provide personal advice or counselling on sexual matters (including contraception and sexuality) to any pupil.
 - 4.4.2 Provide sex and relationship education to any pupil for whom parental consent has been withdrawn (see Section 5 below) except those elements required by the National Curriculum.
 - 4.4.3 Provide personal contraceptive advice to pupils who are under the age of 16 for whom sexual intercourse is illegal, unless parental permission is expressly provided for such advice to be provided.
 - 4.4.4 Offer a personal preference as to any particular personal lifestyle or sexuality.
- 4.5 In accordance with the aims and objectives (see Section 3 above), members of staff can provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment. The School does not consider that this amounts to the provision of individual sexual advice but rather is the raising of awareness as to where advice, counselling and treatment can be lawfully obtained.
- 4.6 Through sex and relationship education delivered through the Personal, Social and Health Education programmes pupils will be reminded about the arrangements in place for pupils to be able to make confidential appointments with the School nurse.
- 4.7 Through sex and relationship education in Key Stage 3 (year 7 to year 9 (inclusive)) pupils will focus on understanding the changes that take place during puberty, including the emotional changes, in addition to focus on the importance of appropriate relationships, risk taking behaviour, risk taking and the law and consequences of sexual offences. Following such education pupils should be able to identify risk taking and inappropriate behaviour and know who to talk to if they have concerns. Pupils will also be made aware of some forms of contraception and how such contraception can prevent pregnancy and the development of sexual transmitted infections and diseases.
- 4.8 Through sex and relationship education in Key Stage 4 (year 10 and year 11) pupils will be encouraged to develop greater understanding of the Sexual Offences Act 2003 and also of the moral implications of their own actions. Education on the consequences of risk taking and inappropriate behaviour, and details of who to talk to if they have concerns, will be reiterated from pupils' learning at Key Stage 3 level. Pupils will be taught to understand how most contraception works and the pros and cons of different methods. By the end of the sex and relationship education programme pupils should also be able to identify several sexual transmitted diseases and infections and recognise the symptoms and how to prevent transmission. Pupils will also focus on aspects of

love and relationships, how they change, how to negotiate in a relationship and how to access sexual health services.

- 4.9 In circumstances where a member of staff considers to any degree that a pupil is at some risk of any type of abuse, or has been exposed to any type of abuse (and abuse in the context of this Section includes moral and physical abuse), or where a criminal act has or is believed to have occurred, the member of staff is required to immediately alert the matter to the Head Teacher or the Child Protection Officer. Reference should also be made to the School's Child Protection Policy in this regard. Where the Head Teacher and Child Protection Officer are unavailable the matter should be referred immediately to a Deputy Head Teacher.

5. Right of Withdrawal of Pupils from Sex and Relationship Education

- 5.1 The School recognises that some parents/guardians prefer to take the responsibility for aspects of this element of education and accordingly have the right to withdraw their children from all or part of the sex and relationship education except for those parts included within the statutory National Curriculum (which is primarily taught by the Science Department but may also be covered by the Humanities Department).
- 5.2 Parents/Guardians do not have to provide any reasons for their decision to withdraw their children from sex and relationship education. However, the decision must be communicated in writing. However, the School encourages parents/guardians to discuss their decision in confidence with the School at the earliest possible opportunity. Parents/Guardians are welcome to review the resources to be used during sex and relationship education lessons in advance of them being used should they so wish to do so.
- 5.3 The School recognises and encourages the role of parents/guardians regarding their children's sex and relationship education. The School will write to each parent/guardian asking for consent. Parents/guardians can arrange a personal appointment with the PHSE Coordinator to raise any concerns and view the content of the sessions at any time.
- 5.4 Should pupils disagree with their parents'/guardians' decision to withdraw them from sex and relationship education the pupil can challenge the decision pursuant to the Children Act 1989 and/or under the Human Rights Act 1998. Separate independent legal advice should be obtained in relation to this and is outside the immediate scope of this policy.

6. Assessment and Evaluation

- 6.1 It is paramount that all processes implemented as part of the policy are monitored to ensure the effectiveness of sex and relationship education in the School and the impact it has had on improving pupils' knowledge, skills and attitude.
- 6.2 The elements of the sex and relationship education that form part of the science curriculum at Key Stage 3 and Key Stage 4 must be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of sex and relationship education should also be assessed as part of overall Personal, Social and Health Education provision.
- 6.3 The School will conduct regular assessment in relation to knowledge and understanding, skills, attitudes and feelings. The methods of assessment will include:
 - 6.3.1 Pupils' Self-Assessments: pupils reflect on what they have learnt, setting their own targets and monitoring the own progress using check-lists, diaries, and before and after comparative information.
 - 6.3.2 Peer Group Assessments: pupils reflect on what they have learnt, providing feedback to each other and reflecting on their roles in the group using oral feedback and graffiti sheets.
 - 6.3.3 Staff Assessments: staff observation, listening, reviewing written work, and pupils' contribution to drama, role-play and discussions, and through end-of-unit tasks and tests.
- 6.4 Overall monitoring of sex and relation education at the School includes:
 - 6.4.1 Lesson observations with feedback to staff.
 - 6.4.2 Reviewing samples of pupils' work.
 - 6.4.3 Staff making regular comments on schemes of work and lesson plans.
 - 6.4.4 Feedback from Curriculum Coordinators, Heads of Year, Form Tutors and pupils about what has been covered during lesson.
 - 6.4.5 Ensuring Personal, Social, Health and Education, including sex and relationship education, is a regular item on the agenda of departmental and staff meetings.
 - 6.4.6 The Governors' Curriculum Working Party will monitor this policy annually and forward recommendations to the main Governing Body annually.

7. Inclusion and Equal Opportunities

- 7.1 The School recognises that for some pupils it is not culturally appropriate for them to be taught particular items of the sex and relationship programme in mixed groups. Parents/Guardians should contact the School if this is applicable to them and the School will respond to any requests and concerns.
- 7.2 The School recognises that some pupils with special educational needs may require additional support in understanding and engaging with the sex and relationship programme. The School is committed to ensuring that all pupils receive adequate sex and relationship education and the School will take specialist advice when it is necessary to do so.
- 7.3 The School intends to instil the belief in all pupils that they are of equal worth and importance irrespective of culture, race, gender, sexual orientation, social class, lifestyle and visible and invisible disabilities. The School aims to recognise and respect differences and aims to take the time to meet specific needs that individual pupils may have.

8. External Visitors

- 8.1 The National Healthy School (criteria 1.7) requires schools 'to involve professionals from appropriate external agencies to create specialist team to support the delivery and improve skills and knowledge'. The School will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion. All visitors will be made aware of this policy and must agree to it before delivering support to the School and any such support should complement the current sex and relationship programme.
- 8.2 It is important that external visitors are clear about their roles and responsibilities whilst they are in the School and they must not only adhere to this policy, but also a separate Sex and Relationship Working Agreement which will be agreed by the Governing Body in conjunction with the Head Teacher and Personal, Social and Health Education Coordinators.

9. Staff Development

- 9.1 Members of staff are provided with training through staff development sessions. It is the responsibility of the Head Teacher, in consultation with the Personal, Social, Health and Education Coordinator, to ensure that sufficient development sessions are provided.
- 9.2 Should any member of staff require additional or supplementary development sessions this can be requested by the Personal, Social, Health and Education Coordinator.

10. Consultation and Review

- 10.1 This policy has been developed by the Governors by:
 - 10.1.1 Consultation with pupils.
 - 10.1.2 Questionnaires to parents/guardians/carers
 - 10.1.3 Review of the sex and relationship education content with staff
 - 10.1.4 Consultation with all School Governors
- 10.2 Ongoing consultation is undertaken by the ability for comments to be received via the School's email address (enquiries@ianramsey.stockton.sch.uk). A copy of this policy is readily available for instant viewing on the school's website.
- 10.3 Any comments received on this policy will be considered at the next scheduled Curriculum Working Party of the Governing Body of the School unless the Head Teacher considers that the comment is such that it warrants immediate attention; in such a situation the Head Teacher will convene an additional meeting of the Curriculum Working Party at the earliest opportunity.
- 10.4 Should the Curriculum Working Party consider amendments to this policy are required following any comments received it will make such amendments and submit them to the entire Governing Body at its next full meeting.
- 10.5 The School recognises that sex and relationship education is a fast developing area and therefore will review this policy annually. In addition to such an annual review and the on-going consultation, the Curriculum Working Party will repeat the full consultation procedure every 5 years.
- 10.6 Should any pupil, parent/guardian, member of staff or third party have any concerns in relation to the delivery, content or nature of any aspect of sex and relationship education, that person is encouraged to contact the Head Teacher in writing. The Head Teacher will respond specifically to any such concerns unless the correspondence is anonymous. The Head Teacher will act upon all correspondence and refer it to the Curriculum Working Party of the Governing Body even if the correspondence is anonymous. A copy of the complaints policy is available to view and download on the schools website or from the main reception
- 10.7 It is the role of the Personal, Social and Health Education Coordinator, in consultation with the Head Teacher, to ensure that members of staff and parents/guardians are informed about this policy.
- 10.8 Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on this policy.

10.9 This policy is dated June 2013.