The Bishop Wand Church of England School

Relationship and Sex Education Policy

<table>
<thead>
<tr>
<th></th>
<th>Approved date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved date</td>
<td>October 2017</td>
<td></td>
</tr>
<tr>
<td>Review date</td>
<td>October 2019</td>
<td></td>
</tr>
</tbody>
</table>
Contents

1. Mission Statement ........................................... Page 3
2. Introduction .................................................. Page 4
3. Description of Policy Formation and Consultation Process .... Page 4
4. Aims and Objectives of the Relationship and Sex Education Policy Page 5
5. Moral and Values Framework ................................ Page 5
6. Equal Opportunities ......................................... Page 6
7. Organisation of Relationship and Sex Education in School ...... Page 6-10
8. Outside speakers for students ................................ Page 10
9. Specific Issues statements .................................... Page 10
10. Working with Parents ..................................... Page 11
11. Dissemination of the Policy ................................ Page 12
13. Additional Information to be appended ..................... Page 12
**Mission Statement**

Realising God-given potential

**Aims Statement**

We will celebrate the students’ individuality enabling them to realise their worth is part of God's creation, encouraging them in their spiritual growth

The different talents of students and staff will be valued and developed so preparing them for the challenges and opportunities in their lives.

The staff will challenge and encourage students to reach their highest level of academic performance.

The School will provide an environment that enables everyone to work together leading to respect for one another.
1. Introduction

This policy was developed in response to Relationship and Sex Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

The Bishop Wand Church of England School aims to provide all young people with an education based on Christian values that will lead to them being competent, confident and articulate members of the adult world. We attach great importance to developing interests and skills that meet the needs of each individual student, so valuing their unique worth.

Relationship and Sex 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 about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Relationship and Sex Education has three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

2. Aims

The key aim of The Bishop Wand Church of England School is to help prepare students for their lives now and in the future as adults and parents. The school will help all students to make informed and responsible choices with an understanding of the Christian approach to sexual relationships.
It is our intention throughout the school to promote the aims of Relationship and Sexs education to provide accurate knowledge to assist in the formulation of attitudes and influence patterns of behaviour positively.

3. Moral and Values Framework

Throughout the school students are encouraged to examine Christian beliefs with reference to relationships. Such beliefs are founded on the values of love, commitment, fidelity, integrity, responsibility, justice, honesty, trust, self-control and compassion.

These beliefs are that:

- Sexuality is a God given gift and as such is part of the goodness of creation.
- Being created in the image of God, every individual human being is of worth. Whatever view may be adopted of the morality or otherwise of his/her behaviour.
- The unacceptability of all forms of discrimination in the context of the above listed Christian values.
- The sanctity of all human life.
- Christian marriage as the ideal context for sexual intercourse.

Consequently, each student is entitled to experience a school climate in which the quality of relationships between staff and students, and between students themselves, is marked by honesty, personal identification, warmth, trust and security. The quality of these relationships must be valued.

Teachers need to acknowledge that there may be some students who come from backgrounds that do not reflect the values and experiences promoted by the Relationship and Sex Education Programme. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to allow such students to feel a sense of worth.
4. **Equal Opportunities**

The Bishop Wand Church of England School aims to provide equal opportunities for all students based on Christian values that will lead to them being competent individuals. The opportunities will be based on:-

- Being created in the image of God, every individual human being is of worth, whatever view may be adopted of the morality or otherwise of his/her behaviour.

- Access to the curriculum is vital. All students have an entitlement to a comprehensive relationship and sex education programme.

- We find all forms of discrimination, within the context of the core Christian values, to be unacceptable.

- The policy takes into account the needs of the students at each key stage.

- Letters home concerning relationship and sex education should be accessible to all and translated into the language for parents whose first language is not English.

5. **Organisation of Relationship and Sex Education in School**

The current provision of Relationship and Sex Education is delivered through the Citizenship Department, Science Department, RS Department, English Department and the Psychology Department.

**Citizenship programme of Study**

**Year 7**
- Puberty - it happens to us all
- Puberty - myths and facts
- Human reproduction

**Year 8**
- Boyfriends and girlfriends
- Keeping safe - contraception
- Sex and the law

**Year 9**
- No hurry - understanding the issues with promiscuity and unprotected sex
- Understanding HIV and AIDS
- Sexuality

**Year 10**
- What do you know about sexually transmitted infections?
- Promoting girls’ and young women’s safety – FGM as part of PSHE curriculum provision
- Child sexual exploitation (CSE)
- Relationship and Sexs
- Who'd be a parent?

**Year 11**
- Love - examine the meanings of the word ‘love’ and coping with personal relationships
Science Programme of Study

Year 7
Human reproduction (factual)

Year 9
Inheritance and selection

Year 10
Inheritance of sex

English Programme of Study

Key Stage 3
Relationships and role models
Ethics and moral choices
Parenting and pregnancy

Key Stage 4
Roles of men and women
Relationships
Bullying
The moral nature of man
Taking responsibility for our own actions

Key Stage 5
Love and Marriage
Relationships outside of marriage
Incest
Adultery
Pregnancy and miscarriage
Paedophilia

Religious Studies Programme of Study

Key Stage 4
Sexual relationships outside marriage
Marriage
Adultery and divorce
The 10 commandments
The body as a temple
Husbands and wives
Relationships and affairs

Key Stage 5
AS/A2 Religious studies - morals and social ethics

Psychology Programme of Study

Key Stage 5
Attraction
Maintance and break up of relationships
Explanations of relationships
Effects of early experience and culture on relationships
Gender Dysphoria

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practices that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students
- If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via Deputy Headteacher or Head of Year.
- If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Deputy Headteacher as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.
- It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Learning Outcomes

The following statements are offered as illustration of learning outcomes for Relationship and Sex education for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in Relationship and Sex education. They draw on DfE and other guidance on Relationship and Sex education and they reflect elements of the statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of KS3
Students will be able to

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
Be tolerant of the diversity of personal, social and sexual preference in relationships
Develop sympathy with the core values of family life in all its variety of forms
Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:
That fertilization in humans is the fusion of a male and female cell*
The physical and emotional changes that take place during puberty*
About the human reproductive system, including the menstrual cycle and fertilization*
How the fetus develops in the uterus*
How the media influence understanding and attitude toward sexual health
How good relationships can promote mental well being
The law relating to the sexual behaviour of young people
Where to go for help and advice such as the GUM clinic.

Students will have considered:
The benefits of sexual behaviour within a committed relationship
How they see themselves affects their self-confidence and behaviour
The importance of respecting differences in relation to gender and sexuality
How it feels to be discriminated against
The issues relating to early sexual activity
The unacceptability of prejudice and homophobic bullying
What rights and responsibilities mean in a relationship

By the end of Key stage 4
Students will be able to;
Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
Manage emotions associated with changing relationships with parents and friends
See both sides of a arguments and express and justify personal opinion
Have the determination to stand up for their beliefs and values
Make informed choices about their lifestyle which promote personal well-being
Have the confidence to assert themselves and challenge inappropriate behaviour
Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
Work cooperatively with a range of people who are different from themselves.

Students will know and understand:
The way in which hormone control occurs, including the effects of sex hormones,* some medical uses of hormones, including the control and promotion of fertility*
How sex is determined in humans*
How HIV and other sexually transmitted infections affect the body
Self-image and sexual identity
The risks of early sexual activity and the links to alcohol
How the different forms of contraception work and where to get advice
The law in relation to sexual activity for young people and adults
How their own identity is influenced by their personal values and those of their family and society
How to respond appropriately within a range of social relationships
How to access agencies which support relationships in crisis
The qualities of good parenting and its value to family life
The benefits of marriage or a stable partnership in raising children
• The way different forms of relationship, including marriage, depend on maturity and commitment

Students will have considered:
• Their developing sense of sexual identity and how to feel confident and comfortable with it
• How personal, family and social values influence behaviour
• The arguments around moral issues such as abortion, contraception and the age of consent
• The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
• The impact of having children on their lives and the lives of others

6. Outside speakers for students

When using visitors with teaching groups, we have a responsibility to ensure that both the content and practice accord with School policy. It is important that the following five steps are conducted:

1. The person arranging the session should have prior knowledge of the speaker and organisation before a booking is made.

2. The session should be planned in discussion with the Curriculum Co-ordinator (SLT), Head of Year or the Citizenship Co-ordinator as appropriate.

3. A clear brief should be given to the speaker. Copies of the School Mission Statement and appropriate policies should be made available as well as information about the target group and the curriculum context.

4. Follow up and evaluation of the input with students should be planned at the time of booking.

7. Specific Issues Statements

Confidentiality (including Child Protection)

As professionals we cannot promise confidentiality. In Child Protection issues, for example, the responsibility lies with the teacher to refer to the Child Protection Liaison Officer any circumstances, which indicate that a student is being abused or is in danger of being abused. See the Child Protection Policy for more detailed information and direction on this issue.
In circumstances where students are indicating that sexual practice is taking place which is illegal, teachers need to take great care. We cannot condone illegality. Nevertheless, the student may be asking for support and guidance and responsible teachers would wish to respond to that request.

In most cases all such sensitive enquiries by students should be referred to the Child Protection Liaison Officer, and they then take decisions about further action. Students should always be encouraged to share their problems with parents, but where this seems an impossible option to the student, agencies in the community should be referred to who can offer confidential advice.

**Child Withdrawal procedures**

Parents need to be informed of their right to withdraw their child from the components of the Relationship and Sex Education programme that are not part of our compulsory curriculum. Parents will need to write to the school expressing their desire for their child to be withdrawn. Staff need to be informed of the students who are to be withdrawn and some alternative provision will be made for withdrawn students.

**Bullying procedures**

Refer to the School policy on Bullying

**Procedures for supporting any members of the school community infected or affected by HIV.**

We are a Christian establishment and therefore have a responsibility to care and support any member of the school community if they are infected or affected by HIV.

**8. Working with Parents**

The Bishop Wand Church of England School works in partnership with parents, recognising that parents have the primary responsibility in educating their children in matters of Relationship AND Sex education. The school's role is to support and assist parents in carrying out this responsibility.

In addition:

A letter will be sent to all parents concerning Relationship and Sex Education from the Headteacher. Parents who might wish to withdraw their child will be invited into school to discuss the main issues.

**9. Dissemination of the Policy**
The policy aims and objectives are available to all staff through the staff Handbook. A full copy will be supplied to all curriculum areas and all those staff who are directly involved in the delivery of this policy will have their own copy.

Governors and outside speakers will be issued with a copy of the policy automatically. Parents and other interested parties may obtain a copy of the policy by request or view this from the school website.

10. Procedures for Policy Monitoring and Evaluation

The Co-ordinator will monitor and evaluate the Relationship and Sex Education policy on an annual basis. In the event of an issue arising in relation to the appropriateness and effectiveness of this policy it may be necessary for interim amendments to the policy and the procedures.

11. Refer to additional school policies

School policies on:

a) Child Protection
b) Bullying
c) Equal Opportunities
d) Drugs and Substance Abuse
e) Social Media

Appendix

Description of Policy Formation and Consultation Process

The following people were involved in the writing of this policy:

Mr K Kelly Assistant Headteacher
Miss A Rook Assistant Headteacher and Head of sixth Form
Mrs G Routledge Head of PSHE/Citizenship
Mrs C Hare Head of Science
Mr P Frith  Head of RS
Miss S Dodd  Head of English

The following consultations were undertaken:

Student focus groups  14th January 2017
Heads of Departments  22nd January 2017
Governing Body Meeting  October 2017