



# Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

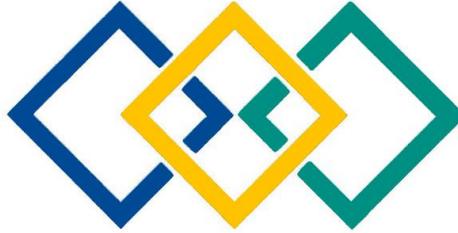
## SEX AND RELATIONSHIP EDUCATION POLICY

Also to be read in conjunction with:  
- *PSHE Policy*

School Policy:  
Staff Policy:

Review date:  
Approved by Governing Body:  
Review date:  
Policy Responsibility:  
Website  
R-drive

Jan 2018  
24 April 2018  
1 January 2020  
Mr Ward



## **SEX AND RELATIONSHIPS EDUCATION POLICY**

This policy is currently under review following the government consultation period ending 12 February 2018.

### **Trinity High School and Sixth Form intends to:**

- Deliver a Sex Education Programme as outlined in DfEE Circular 0116/2000
- Give all students objective and accurate information concerning sexual relationships
- Equip students to make informed decisions about their own relationships
- Encourage them to respect and consider the needs and rights of others
- Foster a sense of moral responsibility and develop the skills to avoid unwanted sexual experiences
- Provide a knowledge of how the human body functions, how it grows and changes – physically and emotionally
- Develop self- esteem, self- awareness and communication skills
- Provide support and information for young people and their parents
- Provide a secure and interesting environment where issues can be explored
- Provide external support through the sexual health service and our link with Kate Wilson regarding mental and sexual health awareness in education and Loudmouth education.

### **Communication with Parents**

Parents may request access to the Sex and Relationships Education Policy, parents are informed of their right to remove students from sex education lessons on the school website. Interviews with the Head of Humanities & Communication who co-ordinates PSHE can be arranged at parents' evenings.

### **Arrangements for Students Withdrawn from Sex Education Lessons**

Parents have the right under the Sex Education Amendment Act 1993 to withdraw students from the Sex Education Programme and parents wishing to do this should make an appointment with the Headteacher. During the meeting an alternative Health Education Programme will be negotiated with the parent. Once a student has been withdrawn they cannot take part in later sex education without parental permission.

### **Complaints Procedure**

The Headteacher will receive and respond to all complaints about the Sex and Relationship Education Curriculum and parents can contact the school at any time to register a concern and arrange to see the Headteacher.

### **Involvement of Health Professionals and Visitors**

Where appropriate, health professionals and visitors with relevant expertise will be involved in the planning and delivery of Sex and Relationship Education as outlined in the provision of Advanced Learning Days for PSHE at Trinity High School. Visiting speakers contribute to the delivery of Sex Education in accordance with the school's guidelines on the use of visiting

speakers. The content of their lessons is monitored by the Head of Humanities and the group's regular teacher is always present.

### **Review and Consultation**

The Policy will be reviewed by the teaching staff, Senior Leadership Team and Governors on a two yearly basis, unless legislation prompts an earlier review. An Annual Report will be submitted to Governors including recommendations for development.

### **Dissemination of Policy**

A copy of the Policy will be accessible for staff, and be available to parents on the website or upon request.

### **Guidance and Procedures**

Sex Education and Relationships is taught through a developmental, co-ordinated programme within Social and Moral Education and other areas of the school curriculum – including Science. Any teacher dealing with any aspect of Sex Education and Relationship Education will be guided by this Sex Education policy.

It is important for teaching staff to feel comfortable with the subject matter of Sex and Relationship Education. We will work towards using only appropriately trained staff for the teaching of Sex and Relationship Education.

### **Knowledge and Information**

- Puberty, relationships, contraception and Sexually Transmitted Infections
- Conception and contraception
- Birth process and early parenting, including issues of miscarriage, stillbirth and abortion
- Sexual responsibility and related law
- Contraction of Sexually Transmitted Infections
- The range of sexuality
- Choosing a partner
- Maintaining healthy relationships
- Relationship breakdown and help agencies
- Staff and student evaluation will take place during the Sex Education Programme in each Year Group, the Head of Humanities & Communication will collate the results and the information will be used to develop future work.

### **Values and Beliefs**

As well as being given knowledge and information, students will be encouraged to consider the importance of the following values and beliefs. They will be encouraged to:

- Respect and consider the needs of others
- Understand the responsibility they have for the consequences of their actions within a moral framework
- Encourage acknowledgement and understanding of others irrespective of age, ethnicity, gender, sexual orientation, religion or ability
- Make healthier choices for themselves on the basis of fair and balanced information
- Appreciate the value of family life and stable relationships

### **Skills and Abilities**

In the context of Sex Education we aim to foster the individual development of our students in three broad areas:

1. Attitudes
2. Skills
3. Knowledge

These may be broken down in objectives as follows:

### **1. Attitudes**

To help students to:

- Develop students' self-esteem and sense of self worth
- Increase their respect for their own and others' bodies, and different needs
- Develop a caring and considerate attitude to each other and society
- Develop a sensitivity and respect for others, regardless of gender, ethnicity, creed, culture, sexuality or experience
- Appreciate historical and cultural differences in relationships
- Foster an awareness and tolerance of the different aspects of relationships
- Develop positive attitudes to parenting.

### **2. Skills**

To help students to:

- Become aware of their own emotions and how to manage them
- Increase student confidence in forming, maintaining and ending relationships
- Make healthy positive choices
- Assess, understand and resist peer and social pressures
- Protect themselves from abuse
- Access information and help agencies.

### **3. Knowledge**

To help students to:

- Understand their bodies, including the biological and emotional changes, which occur during the human life cycle
- Understand the reproductive process
- Appreciate the needs for good sexual health
- Understand the changing nature of sexuality
- Understand the diversity of human relationships
- Understand aspects of the law relating to sex
- Identify inappropriate or harmful behaviour and seek appropriate help and support.

### **Sex Education in other areas of the Curriculum**

The Head of Humanities is currently auditing the provision across the school curriculum as part of the changes to our curriculum provision.

### **Curriculum Entitlement**

Advanced Learning days, the tutor programme and assemblies provide a co-ordinated response to the above requirements

### **Confidentiality and Advice**

[NB – See DfEE Circular 00116/2000 page 30 sections 7.1 – 7.7, 7.10 – 7.14]

1. Teachers should not promise absolute confidentiality to students and students should not be led to expect that incidents or disclosures in the classroom will be kept confidential from parents. However, they will be assured that their interests will be maintained.
2. Teachers must inform the Child Protection Officer of any disclosure, which may place the student at some physical or moral risk or in breach of the law. The student should be told that this information is being passed on.
3. Teachers should recognise the importance of listening to the concerns of young people, particularly young men who may find it more difficult to express emotions.
4. Teachers should always advise students to talk to a parent or carer about personal and social problems. If after discussion the student is unwilling to involve his/her parents/carers, a teacher must refer the student to the Child Protection Officer, who will decide what action, if any, to take. The student should be informed of this action.

### **Pregnancy/Parenting**

Any student who is continuing with a pregnancy will be given time with the Head of Year and Student Counsellor to ensure she knows how she may continue her schooling or further education and what benefits, child care, etc are available. The school nurse will help her access ante and post natal care.

We will also be sensitive to the needs of young fathers to be, ensuring support and pointers to sources of advice on legal and other issues.