



SEX & RELATIONSHIPS EDUCATION POLICY

Author of Policy
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Date adopted by Governors/Academy
December 2014

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Signed on behalf of Governing Body

Reviewed
December 2014

ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

The provision of Sex & Relationships Education is set within the Christian ethos of the Academy. This is reflected by the philosophy of care and concern for the individual; on setting and trying to reach the highest standards, encompassed by a family spirit. The fostering of this family spirit links to the values that are engendered through the whole Academy curriculum including the Sex & Relationships Education Programme. The Academy believes that respect for others and for oneself lies at the heart of effective Sex & Relationships Education.

Sex and Relationships Education aims to promote:

- the social, moral, cultural, mental and physical development of the students
- life is a gift of ultimate value, and that individuals are in charge of and responsible for their own bodies
- enables students to make informed decisions which take account of recognising the consequences of those decisions for themselves and others

Purposes

- To provide knowledge about the processes of human maturation and reproduction.
- To provide opportunities for the students to consider the development and management of relationships in a responsible and healthy manner.
- To give consideration to the value of the family and the role it plays in developing and supporting relationships.
- To provide a breadth of understanding that empowers the students for when they face the pressures of our society.
- To provide opportunities to explore the emotional pressures felt by young people.
- To introduce the concepts of self-esteem and human dignity, promoting the benefits of non exploitative and caring relationships.
- To provide knowledge of the law on Sexual Behaviour.

Moral and Values Framework

The ethos of 'The Family' pervades the Academy and it is on the values of 'the family spirit' that the programme of Sex & Relationships is built:

Care and concern for others
 Respect for the feelings of others
 Tolerance and understanding of varied views
 All individuals are of equal worth
 Respect for the physical and mental well being of each individual

Procedure

Issues Raised During Personal Development Related to Sex & Relationships Education

Hygiene	Physical Development
Reproduction	Contraception
Relationships	Emotions and Emotional Development
Sexuality	Sexually Transmitted Infections [STIs - to include HIV and AIDS]
Abortion	In vitro fertilisation [IVF]
Parenting	The Law and Sexual Behaviour

The topics of physical development, reproduction, STIs and contraception form part of the science programme. The topics of abortion, IVF and contraception are subjects which, when raised in the RE programme, are discussed exploring the moral and cultural issues.

The Personal Development programme in its widest sense ensures that each student has the opportunity to explore as fully as they can with their dual tutors a coherent programme which places Sex & Relationships Education as a normal but important part of learning the life skills as an integral component of the curriculum.

All visitors and non-teaching staff will be made aware of the Academy Sex & Relationships Education Policy. A member of the College teaching staff will always be present when a visitor is leading any session that forms part of the Sex & Relationships Education Programme.

Organisation

The Sex & Relationships Education Programme is delivered during the Personal Development elements of Tutor Time. Aspects which form part of the Science National Curriculum are taught in the science teaching programme and moral and cultural issues are raised and discussed during Religious Studies.

During the Tutor Times students are in vertical tutoring arrangements. Sessions will be delivered by the dual tutor arrangement although the assistance of the Learning Family Leader and visiting specialists [e.g. School Nurse] will be used where appropriate. The schemes of work for Sex and Relationships Education are to be found in Appendix B.

The biological aspects of Sex & Relationships Education are delivered by the Science Department.

All the issues raised in Sex & Relationships Education are approached sensitively and with due regard to the role of the family and the value of stable responsible relationships.

The Right of Withdrawal

Under Section 241 of the Education Act 1993, parents have the right to withdraw their children from any or all parts of a school's programme of sex education, **other than those elements which are required by the National Curriculum Science Order**. Parents will be informed of the lesson timings and given the opportunity to withdraw their youngster if they wish.

Guidance to Teachers

A teacher cannot keep a student's confidence if he or she believes the student to be in moral or physical danger. The teacher must refer the matter to the person within the Academy who is responsible, who will advise parental involvement and/or support from external agencies.

Teachers should never give individual contraceptive advice although teaching about contraception is part of the Sex & Relationships Education Programme at both KS3 and KS4. If individual contraceptive advice is sought, students should be encouraged to seek parental advice/support and/or be referred to medical professionals who can keep confidence.

The circular 5/94 also says that if a teacher is approached for advice by an individual who, it becomes clear, may be involved in illegal sexual intercourse the teacher has a general responsibility, having urged the student to recognise the implications of such actions and seek advice, to refer the matter to senior colleagues within the Academy. Upon referral the Principal should arrange counselling for the student and seek the involvement of parents preferably with the student's consent. There may be occasions when a student resists at all costs the involvement of parents. In such cases the Principal should bear in mind their overriding duty to have regard for the interest of the student. Both the Children Act and the United Nations Convention on the Rights of the Child have implications for situations of this sort.

Advice to Individual Students

There is a distinction between the Academy's function of providing education generally about sexual matters and counselling and advice to individual students on these issues.

Content Headings for the Academy Sex & Relationships Education Programme

The Sex Education Programme is an integrated part of the Academy's Personal Development programme and as such is closely linked with other themes associated with personal development. Sex education also occurs in science as part of the Science National Curriculum, and naturally aspects of sex education are discussed in RS where moral and cultural issues are explored.

Good teachers will always take a pastoral interest in the welfare and well-being of students although this function should never trespass on the proper exercise of parental rights and responsibilities.

Particular care must be exercised in relation to contraceptive advice to students under the age of 16, for whom sexual intercourse is unlawful. Teachers approached by an individual student for specific advice on contraception or other aspects of sexual behaviour should, whenever possible, encourage the student to seek advice from his/her parents, and, if appropriate, from the relevant health service professional [eg the student's GP or the doctor or nurse]. Where the circumstances are such as to lead the teacher to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances the teacher should inform the Principal [see para 40 circular 5/94 Education Act 1993 Sex Education in Schools.].

Review and Evaluation

This policy will be reviewed at the end of each academic year so that its effectiveness can be evaluated. The evaluation should be carried out by the Assistant Principal with responsibility for Personal Development, Year Leaders, a member of the Science Department, the co-ordinator for Sex & Relationships Education and other interested persons [representatives of PTA and Executive Board.].

The indicators of the success could be based on statistics related to teenage pregnancies, 'tests' of students on their factual knowledge after the completion of topic as well as the comparison of their written work, pre- and post delivery of a topic with respect to a given scenario.

The Academy values the opportunities to discuss the Sex & Relationships Education Policy with parents, other adults and the Board of Governors.

Resources

APPENDIX A

A Summary of the Law on Sexual Behaviour

The following is a summary of the main sexual offences in England:

Unlawful Sexual Intercourse

It is an offence for a man to have sexual intercourse with a girl under the age of 16. The consent of the girl is immaterial.

Incest

It is an offence for a man to have sexual intercourse with a woman he knows to be his granddaughter, daughter, sister or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she knows to be her grandfather, father, brother or son to have sexual intercourse with her by consent.

Rape

It is an offence for a man to rape a woman. A man commits rape if [i] he has unlawful sexual intercourse with a woman who at the time of the intercourse does not consent to it and [ii] at the time he knows that she does not consent to the intercourse or he is reckless as to whether she consents.

Indecent Assault

A child under the age of 16 cannot in law give any consent which would prevent an act from being indecent assault. Both boys and girls over 16 can give consent but in the case of a girl that consent can be vitiated in certain circumstances [ie when there is fraud as to the nature of the act.] An assault need not be physical but may consist merely of conduct which causes the victim to apprehend immediate personal violence. The assault must be capable of being considered by right-minded persons as indecent.

Other Indecent Conduct

It is an offence if a person commits an act of gross indecency with or towards a child under the age of 14. This encompasses conduct of an indecent nature which falls short of indecent assault.

It is an offence to commit buggery with a human being or an animal. This does not apply where two men over the age of 18 consensually commit buggery in private.

Gross indecency between men is an offence unless the act is committed in private and both parties consent and have attained the age of 18.

Legal Capacity

Until recently there was an irrefutable presumption in law that a boy under the age of 14 is incapable of sexual intercourse. This presumption has now been abolished by Section 74 of the Sexual Offences Act 1993 and a boy under the age of 14 can therefore be convicted of rape, buggery or any offence involving sexual intercourse. Until recently it was necessary to prove in the case of a child aged between 10 and 14 that he knew that what he was doing was wrong. The Court of Appeal [Criminal Division] has recently held that this rule is no longer to be applied.

APPENDIX B

Personal Development Schemes of Work

Policy produced through consultation with members of the Academy SLT, the Personal Development Co-ordinator and advice from the LA Education Improvement Consultant.

Policy will be made available, via the VLE to all staff, parents and carers.