Trinity School

Relationships and Sex Education Policy

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Education for life in all its fullness
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*Education for life in all its fullness*
Love is patient, love is kind, and is not jealous; love does not brag and is not arrogant, does not act unbecomingly; it does not seek its own, is not provoked, does not take into account a wrong suffered, does not rejoice in unrighteousness, but rejoices with the truth; bears all things, believes all things, hopes all things, endures all things. Love never fails. 1 Corinthians 13:4

Sex Education policy

Introduction

Purpose:
The purpose of the Relationships and Sex Education Policy is to outline the school’s approach to sex education. It is framed within the school’s Christian ethos and within the requirements of Section 241 of the Education Act 1993, ie “… to encourage pupils to have due regard to moral consideration and the value of family life”.

Context:

Aim(s):
As a Christian school our aim is that Sex Education will:
• be taught in the context of marriage and family life
• include learning about physical and emotional development and is part of a wider social, moral and spiritual education process to develop the whole person
• dispel ignorance and counteract misinformation.

Sources and references:
Church of England Guidance (various Dioceses)
St Michael's Free School SRE Policy (via Freeschool Network)

Principles/values:
This policy is based on our commitment to our values particularly:

Christian: everything in the school will be based on our Christian values - not just assemblies and RE but also teaching and learning, pastoral care and how we treat each other on the sports field and in the classroom

Nurturing: the size of our school, coupled with our tutor system and chaplaincy provision, will allow us to know each pupil well. We want to ensure that the whole young person – academic, spiritual, social, creative and physical – is developing well and being cared for

Our rationale for Relationship and Sex Education
We are involved in Relationship and Sex Education precisely because of our Christian beliefs about God and about the human person.

• We are made in God's image and likeness
• We are created out of love according to God's plan as male and female
• To be human is to relate - we exist in relationship
• Human beings cooperate with God in bringing new human life into being
• Jesus Christ comes to show us how to love perfectly

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• Human nature is wounded in its ability to relate as it should; God’s grace and teaching bring forgiveness and healing - and configuration to the perfect model of love
• There is a need to overcome misunderstanding and counteract the distortion of views and values often portrayed by the media with our positive vision of human beings and relationships.

The role of Parents
It is parents who are the first and best educators of their children. Both the State and the Church recognise the central and primary role of parents in assisting their children’s physical, spiritual & psychological growth in preparation for the challenges and responsibilities of adult sexual life. The school will seek to support parents in this role.

Parents have a legal right to withdraw their child from SRE and should contact the Headmaster if they wish to pursue this.

The role of Teachers
In the provision of SRE teachers are important contributors. All adult members of the school community are role models and educators in this dimension of pupils’ education. The teacher’s role in particular is to value and affirm all pupils; actively to promote open and wholesome relationships; to reflect gospel values and effective pastoral systems; and to provide positive and prudent learning about sex and relationships. These opportunities for learning, which will occur in all areas of the curriculum, will be brought together in our Relationship and Sex Education programme adapted to the age and development of pupils.

The Aims and Objectives of Sex Education
Our school will ensure that the pupils develop a sound understanding of Christian teaching and the values of the gospel. Our aim will be to present a vision and ideal of sexuality that is fully human. It will be planned and co-ordinated in such a way that it is not fragmentary; knowledge of the biological facts of puberty and reproduction will go hand in hand with an ever deepening understanding of the expression of love in both sexual and non-sexual ways. This love, to be true and deep, must have a moral and spiritual dimension. In order that such a programme should be seen coherently by staff, pupils and parents alike, it will be developmental by design, building from Key Stage 3 to Key Stage 4.

It will take account of the moral, personal, social and spiritual development of our pupils but, in order to engage their hearts and minds, it will also be aware of the world in which our young people live.

These broad aims will be translated into the following general objectives
• To give clear guidance to pupils in respect of the Children’s Act of 1989 with particular regard to their personal safety and welfare in the matter of physical and sexual abuse.
• To have an awareness of where our young people are in their knowledge and understanding of human sexuality, so that their needs and concerns can be identified and addressed.
• To impart full knowledge and understanding of the variety of relationships in society (including homosexuality)
• To impart full knowledge and understanding of the risks surrounding sexual relationships and the role of contraception
• To impart full knowledge and understanding of the details of puberty and human procreation in their physical as well as emotional, spiritual and moral aspects.
• To enable pupils to discern and make good choices
• To facilitate in the pupils the development of self-love and self-worth as creatures made in the image and likeness of God
• To develop an understanding of the emotional, moral, spiritual, social and personal aspects of human sexuality
• To enable pupils to consider critically the values of the modern world in general and their teenage subculture in particular with regard to human sexuality
• To enable the pupils to develop an understanding of love as central to human sexual relationships and the way in which this is expressed in the traditional Christian understanding of marriage between one man and one woman to the exclusion of all others as well as in other kinds of relationships
• To understand marriage as a covenant and sign of the relationship between God and humankind
• To give knowledge of all sexually transmitted diseases including HIV/AIDS
• To enable pupils to understand their physical and emotional development; to be aware of their attitudes and values and have a sense of responsibility for themselves
• To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.

Application of Objectives
These broad objectives will be translated into more specific objectives that are set out for each year group within each key stage as set out below. Appendix A contains a set of objectives so that what is being taught, and when it is being taught, is absolutely clear to whoever reads it.

These objectives will be delivered through a number of different subjects areas. For example, PSHE, RE, Science and Computing.

The policy will be promoted and implemented throughout the school by all staff.

Monitoring, Evaluation and Review
The Governing Board will review this policy at least every two years and assess its implementation and effectiveness.

Other documents and appendices:
Appendix A: SRE Learning Objectives
Appendix A: SRE Learning Objectives

Year 7

- To examine the issue of sexual-abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children’s Act
- Develop attitudes of sensitivity towards those with homosexual attraction and Aids sufferers to combat prejudice and discrimination
- To have knowledge of the physical and emotional changes involved in puberty, the menstrual cycle, ovulation, fertilisation, pregnancy and birth
- To have some understanding of myself in terms of the kind of person I am, my uniqueness
- To have some knowledge and understanding of basic issues of health care concerning daily and weekly hygiene
- To have some basic knowledge of the fact that there are such things as sexually transmitted diseases and other diseases such as HIV/AIDS
- To have some knowledge and understanding of roles and relationships within the family and outside the family
- To examine the importance of friendships and relationships in terms of promises and agreements
- To have a deeper understanding of love in the Christian faith and the way in which it binds families and society together.

Year 8

- To examine the issue of sexual-abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children’s Act
- Develop attitudes of sensitivity towards those with homosexual attraction and Aids sufferers to combat prejudice and discrimination
- To consider, explore issues around decisions, moral values, choices and their consequences, freedom, responsibility and the importance of conscience
- To consider and explore the variety of views on human sexuality
- To reflect on the image of myself and others so that I can learn to respect them as made in the image and likeness of God
- To consider the people and things which influence who and what we are
- To reflect on our own experience of growth, change and coming of age and that of others in other cultures
- To examine the importance of friendships and relationships in terms of promises and agreements
- To consider basic rules we live by and LOVE as the ultimate rule or guide of life in terms of caring, service and self-giving
- To examine the physical, emotional and social changes associated with puberty and adolescence (including masturbation). Develop a respect for our own bodies and those of others
- To consider the family in terms of roles and relationships
- Develop a knowledge and understanding of health issues including pregnancy and sexually transmitted diseases HIV/AIDS, including contraception’s role in helping preventing these.
Year 9

- To examine in more depth the issue of sexual-abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children’s Act
- Develop attitudes of sensitivity towards those with homosexual attraction and Aids sufferers to combat prejudice and discrimination
- To explore on a deeper level, self-knowledge. Develop an understanding of others by: analysing experiences, reflecting on qualities and considering the kinds of judgements made about others and self
- To have a deeper understanding of the kinds of conflict within ourselves and between us and others so that the value of reconciliation can be appreciated
- To explore the issues around gender discrimination and prejudice
- To consider in more detail both friendship and other kinds of relationships within the peer group
- Appreciation of sexuality as a gift from God
- To analyse the effects of pornography on people
- To consider the variety of sexual attitudes in society and to use Christian values as a critique of these attitudes
- To consider the issues around responsible sexual behaviour
- To further consider health and other related issues around sexually transmitted diseases and HIV/AIDS
- Develop understanding of the types of contraception, their use and risks.

Year 10 and 11

- Understanding of the sacrament of marriage as a covenant and sign to the world. Appreciate the factors that contribute towards building positive relationships
- Knowledge and understanding of the issue of abortion and the arguments for and against
- To know in detail how sexual diseases are spread including HIV/AIDS
- Detailed understanding of the types of contraception, their use and risks
- To develop further a balanced attitude to our own sexuality so that we will be able to make positive decisions and choices in this matter
- To understand the importance of the choices we make and their effect on others
- To accept responsibility for one’s actions and to be able to justify personal choices and decisions.