

Trinity School and College



## Relationship and Sex Education Policy

*Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.*

*This policy promotes Article 24: the right to the best possible health, and education on health and well-being.*

### **Intent**

To clarify the provision of Relationship and Sex Education to all students (including education about HIV and AIDS and other sexually transmitted infections) and the teaching of human growth and reproduction as set out in the National Curriculum. We recognise that we are only one component of our student's education and that family, community and social groups all have a contribution to make on Sex Education.

### **Implementation, Roles and Responsibilities**

#### **Head of College**

The Head of College takes overall responsibility for ensuring that any Sex Education is provided in a way that ensures students are taught about the nature of marriage and its importance for family life and for bringing up children and that students are

protected from teaching materials which are inappropriate, having regard to the age and cultural background of the students concerned.

### **College Assistant Headteacher**

Have the responsibility to

- Ensure that the Curriculum for Life framework includes access to Sex Education for students within their respective areas of responsibility.
- Write to parents to inform them of their right to withdraw their child from all or part of Relationship and Sex Education provided within the Curriculum for life programme.

### **Teaching Staff**

Teachers have a responsibility to ensure the safety and welfare of students and because teachers act 'in loco parentis', parents need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education within the Curriculum for Life framework.

Teachers are required to adhere to the School's policy on confidentiality between themselves and students, especially when they believe that a student has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that School will be in a position of having to handle information without parental knowledge. Where younger students are involved this will be grounds for serious concern and child protection issues will need to be addressed. Students should be encouraged to talk to their parents or carers and give them support to do so. If there is evidence of abuse the child protection procedure should be adhered to, ensuring that students are informed of sources of confidential help, for example the nurse, Counsellor, GP or local advice service.

### **Students**

Students need to be taught to behave responsibly towards Relationship and Sex issues and be able to make informed decisions.

### **Parents**

Parents or guardians have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science.

### **Use of Visitors and Outside Agencies**

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Relationship and Sex Education. Their

contribution should complement the teaching already taking place. [See Drug and Alcohol Education Statement referencing Visitors].

### **Limits of Confidentiality**

Students disclosing information about sexual activity by themselves, or by people they know, should be reminded that the teacher cannot offer absolute confidentiality. If a person discloses information relating to underage sexual activity then absolute confidentiality cannot be guaranteed. This must be reported to the School Child Protection Officer. Students should be reminded of this when appropriate.

## **Relationship and Sex Education**

### **Implementation**

The programme followed at Trinity School is part of the ASDAN Personal and Social Development Course at Award, Level 1 and 2.

The main aims of our Relationship and Sex Education are to allow students to:-

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviours.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want and be able to make their own informed decisions.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting themselves.
- Avoid being pressured into unwanted or unprotected sex.
- Have access to confidential sexual health advice/support and, if necessary, treatment.
- Know how the law applies to sexual relationships.

### **Teaching Programme**

- Relationship and Sex Education is delivered through the Curriculum for Life programme by tutors, teachers and instructors in whole class or group situations.

- A wide variety of teaching and learning strategies should be used, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning and encouraging reflection.
- These will encompass the broad aims of PSHE delivered through the Personal Enrichment Programme as reflected in the National Curriculum Science Order and the SCAA guidance.
- It is also taught within Science.

## **The Curriculum**

Government guidance provides an overview of what children must learn by the end of primary and secondary school, as part of Relationships Education and RSE respectively.

At the college, Relationships Education, students will learn about topics including:

- Families including: that there are different types of committed, stable relationships, and the importance of those relationships in raising children; what marriage and civil partnerships are; why marriage is an important relationship choice for many couples and why it must be freely entered into; the characteristics and legal status of other types of long-term relationships; the role of parents; how to assess the safety of a relationship.
- Respectful relationships, including friendships including: the characteristics of healthy friendships on and offline; the damaging effect of stereotypes; different types of bullying (including cyberbullying); criminal behaviour within relationships; what constitutes sexual harassment and sexual violence; legal rights and responsibilities regarding equality
- Online and media: rights, responsibilities and opportunities online; online risks; not to provide material to others that they would not want shared further; the impact of viewing harmful content; that specifically sexually explicit material often presents a distorted picture of sexual behaviours; that sharing and viewing indecent images of children (including those created by children) is against the law 13 Relationships and Sex Education in Schools (England)
- Being safe: The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, honour-based violence and FGM, harassment and domestic abuse and how these can affect current and future relationships; how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline)
- Intimate and sexual relationships, including sexual health, the characteristics and positive aspects of healthy one-to-one intimate relationships; that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively; the facts about reproductive health;

- managing sexual pressure, including understanding peer pressure; choice to delay sex or to enjoy intimacy without sex; contraception; facts around pregnancy including miscarriage; choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help); information about sexually transmitted infections (STIs), including risk reduction and testing; how the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Culture and Wellbeing, through clear and supportive guidance on behaviours which promotes the positive thoughts, behaviours and attitudes of children and young people, while challenging behaviours of misogyny, slut shaming, victim blaming, and sexual harassment recognising that behaviours, attitudes, thoughts and experiences in this culture are interconnected with a rape culture.

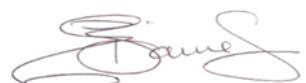
### **Impact**

Whilst the SRE curriculum will provide opportunities for students to gain further qualifications and awards through this curriculum provision, the desired impact within Trinity is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

SRE aims to contribute to behaviour change, including reducing unprotected and unwanted sex, and reducing harmful behaviour, including sexual offences such as assault and abuse.

**Thomas Furnell, Head of College**

**Date: January 2021**  
**Review Date: September 2021**



Elizabeth Baines, Executive Headteacher