

**BLUE COAT CHURCH OF ENGLAND
SCHOOL AND MUSIC COLLEGE**



**RELATIONSHIP AND SEX
EDUCATION**

Updated: June 2018
Policy duration: 3 years
Committee: PPS

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793
- b) 'Academy trust' refers to the holding body of the Academy namely, Blue Coat Church of England Academy Ltd, registered company number 7594562
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context
- e) 'SRE' Sex and relationship education
- f) 'PSHE' Personal, social health and citizenship education

Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the Teaching & Learning Committee who will monitor the outcomes and impact of this policy every 3 years. The evidence base for assessment will be presented as agenda items at the Teaching & Learning Committee meetings.

General Principles

1. Relationship and Sex Education will be taught at Blue Coat primarily in the PSHCE programme in all Years (7 – 13). It will therefore be considered within and alongside other issues relating to personal, social and family matters and not in isolation.
2. Certain aspects of sexual activity and human reproduction will also be covered in the Science curriculum in compliance with the national curriculum requirements in that subject. Such teaching will take note of the wider work undertaken in the PSHCE programme and be phased to fit in with that so that they complement each other.
3. In addition to basic factual information, pupils will be encouraged to express their own opinions and consider those of others in the class and those introduced by the teachers to ensure balance.
4. It is recognised that in this area there is bound to be controversial opinion society does not have clear guidelines on all matters relating to sexual activity. It is vital that pupils are aware of the variety of opinion within society and are given the opportunity to explore these in a spirit of openness and tolerance and within a controlled situation in the classroom.
5. Pupils will be encouraged to acquire skills in discussing sensitive issues in a mixed gender situation and to do so without embarrassment. There will also be occasions when pupils will have the opportunity to discuss certain issues in single situation groups e.g. menstruation.

6. The overarching objective will be that pupils will eventually develop a responsible personal attitude towards sexual activity based on considered autonomous decision making.
7. As befits a church school, the teachings of the Christian church will be considered as part of the context in which sexual matters are discussed appreciating the benefits of a stable family life, the responsibilities of parenthood and the validity of being single.
8. The legal framework relating to sexual activity will be part of the agenda of the relationship and sex education programme at all stages.
9. Pupils will be encouraged to develop personal relationship skills and learn the value of many different kinds of friendship, including platonic and in their right not to be sexually active.
10. Issues around LGBTQ, gender and sexuality will be considered and discussed in an open, honest, non judgemental setting. Support will be provided for those pupils with non-heteronormative genders and sexualities.

The Framework for Relationship and Sex Education

There are three fundamental dimensions of the relationship and sex education programme.

1. Knowledge

It is clearly important that pupils should be provided with clear and straightforward factual information concerning human reproduction, contraception, and sexually transmitted diseases. It is also important to acknowledge that they will already have some knowledge gained by simply living in our society as well as knowledge specially given at earlier stages by parents, teachers, siblings and friends.

It is also imperative to sort out knowledge from myths and to try to overcome prejudice.

In the early years this knowledge base will probably be low, but there needs to be a flexible approach by the teacher to respond to the needs of individuals and individual groups.

No information should be withheld that is genuinely requested by pupils within the lesson situations. Greater knowledge given in the right atmosphere can only lead to better insights later on. It is important that we do not approach the teaching from a position that treats sexual knowledge as dangerous or potentially corrupting. It should be seen as liberating and leading to greater degrees of responsibility.

The knowledge base will be extended to include:-

Biological fact

Consequences of unprotected sex such as HIV/AIDS, unwanted pregnancy,

Sexually Transmitted Diseases
Sexual identity and orientation
Social, cultural and credal norms and differences in sexual practices.

Supporting agencies giving confidential advice will be discussed with pupils.

2. Social Skills

The aim here is to enable pupils as they mature, to develop skills which will enable them to make conscious informed decisions in their own lives. These skills can not be given to pupils they have to be evolved over time through discussion, reflection and practice. At all stages these skills will be developed in the PSHCE Programme generally by open, rigorous and regulated debate.

It is essential that this process is encouraged against a background of tolerance so that each pupil can be allowed to develop his or her own self-esteem. Unless young people are listened to and their views valued this self-esteem will not develop.

3. Attitudes and Values

It is essential that it is recognised that human relationships are complex and multi-faceted and that there are differences in attitudes to sexual activity. Only by exploring the range of moral views and choices can good relationship and sex education take place. In the end young people will make up their own minds on these issues as on many others as responsible moral persons. It is the role of education to see that they have considered the values of others and respect them and be able to empathise with them.

Extract for the Prospectus

Relationship and Sex Education

We regard parents as partners in this important aspect of personal relationships. We believe that there are three areas of any planned relationship and sex education programme. These are:-

1. Knowledge

We regard it as a right that pupils are given factual information on sexual matters. No information would be withheld that was genuinely sought. We believe knowledge is liberating, and given the right atmosphere and context, can only lead to better understanding and responsibility.

2. Social Skills

Pupils need to be allowed to develop skills to enable them to make informed decisions in their own lives.

3. Attitudes and Values

By encouraging an openness and tolerance of each others views and opinions we aim to move the pupils to a position where they can understand the feelings of

others, make personal decisions and act responsibly in the context of the wider community.

Many parents will discuss these issues with their youngsters and we value this. Much merit is gained however, from discussion in a classroom situation where values and opinions can be tolerantly examined and stances refined. Discussion in a mixed sex situation is of great value in helping to dispel embarrassment.

This work will begin in year 7 with exploring puberty issues and go through all years as part of the PSHCE programme and certain aspects will be covered in the science curriculum as part of the national curriculum.

In any examination of sexual activity, it is impossible to avoid discussing potentially controversial areas. We will not shrink from such matters as abortion, contraception, HIV and AIDS and homosexuality. It is not part of good education to seek to give simple answers to difficult questions. Our overriding aim is to encourage the pupils to think issues through responsibly, and come to their own considered opinions, whilst respecting those of others.

As befits a church school, the teachings of the Christian church will be considered as part of the context in which sexual matters are discussed appreciating the benefits of a stable family life, the responsibilities of parenthood and the validity of being single.

The Right of Withdrawal

In accordance with the sex and relationship education (SRE) Section 405 of the Education Act 1996, parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. The DfEE will offer schools a standard pack of information for parents who withdraw their children from SRE.

Parents are requested to submit their request to withdraw their child from SRE in writing to the Headteacher at the start of an academic year

Guidance taken from 'guidance on sex and relationship education'. Published 6 July 2000 [Department for Education](#).