



**MARK RUTHERFORD SCHOOL**  
**Relationship and Sex Education Policy**

Reviewed: April 2019

## **1. Basic information**

Date: Policy redrafted July 2000 and updated June 2006 following guidance from the Relationships and Sex Education Working Party.

## **2. Background information**

Mark Rutherford School is a fully comprehensive maintained coeducational county school for pupils aged 13-19.

## **3. Aims of Relationship and Sex Education at Mark Rutherford School**

- a) We aim to enable young people to make responsible and well informed decisions about their lives. It is firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999, which lie at the heart of our policy to raise standards and expectations for all pupils.
- b) Help and support young people through their physical, emotional and moral development, and help them to learn to respect themselves and others and move with confidence through adolescence into adulthood.
- c) Help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.
- d) Be taught about the nature and importance of marriage for family life and bringing up children as part of sex and relationship education. The school is sensitive to the fact that the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document “**Supporting Families**” – that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- e) Give students accurate information and help to develop skills to enable them to understand difference, and respect themselves and others and for the purpose also of preventing and removing prejudice. This will include learning to understand human sexuality, learning the reasons for delaying sexual activity and the benefits to be gained from such delay, and learning about obtaining appropriate advice on relationships and sexual health.
- f) Sex and relationship education will contribute to promoting the spiritual, moral, cultural, mental and physical development of students at Mark Rutherford School and of society, and preparing pupils for the opportunities, responsibilities and experiences of adult life.
- g) To teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

## **4. Content of Relationships and Sex Education at Mark Rutherford School**

Relationships and Sex Education provides knowledge, and encourages the acquisition of skills and attitudes and values which will allow students to manage

their lives in a responsible and healthy and safe way. It is part of the lifelong learning process about physical, moral and emotional development, and about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It includes teaching about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

**a) Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering an understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

**b) Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

**c) Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

**5. Organisation**

**a) Relationships and Sex Education** is coordinated by the CWEST Co-ordinator, who is responsible for the overall planning, implementation and review of the programme, and the line manager is a Deputy Head.

**b) Delivery is through**

- Planned aspects within the Science, CWEST and Religious Education curricula;
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within the category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the relationships and sex education programme and therefore not subject to the parental right of withdrawal.

**c) Teaching approaches**

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work which can be accessed through the

school website.

**d) Pupil groupings**

Pupils are taught in mixed ability groups.

**e) Resources**

- Materials – The CWEST Co-ordinator and team will use a wide range of teaching resources which are available at their discretion;
- Staff – With regard to relationships and sex education it is important that staff participate in delivering the programme but feel comfortable with the subject matter, and are supported by being given lesson plans and materials, and specialist input is given by outside speakers. Support will be given depending on the needs of particular staff in liaison with the CWEST co-ordinator.

**f) Time available**

Relationships and sex education forms some part of the curriculum in every year group.

**6. Specific Issues**

The following issues may occur as part of education. Staff, parents and pupils need to understand the schools, procedures.

**a) Confidentiality and advice**

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- i) Disclosure or suspicion of possible abuse –  
The school's child protection procedures will be invoked (see relevant policy).
- ii) Disclosure of pregnancy or advice on contraception – pupils will be made aware of who can be contacted in school for support.

**b) Professional information and guidance will always be sought from a health professional.**

The school will always encourage pupils to talk with their parents first:

Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked;

If pupils refuse to tell their parent(s) the adult should refer them to a health professional;

The adult should report the incident to the Head Teacher who will consult with the health professional about informing the parent(s).

**c) Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

- d) As part of the relationships and sex education programme issues of contraception, HIV/AIDs, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework. They will be made aware of the difference between fact, opinion and religious belief.

**e) Complaints Procedure**

Any complaints about the relationships and sex education curriculum should be made to the CWEST Co-ordinator, and if unresolved senior management will be contacted by the CWEST Co-ordinator.

**f) Parental Partnership**

- Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme. Parents wishing to exercise that right are asked to make an appointment to meet the CWEST Co-ordinator or the deputy head to discuss the issues, they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later sex education without parental approval.
- Details about Relationships and Sexual Health events will be publicised either in the Rutherford News or through tutors. If the CWEST Co-ordinator receives a letter from a parent to withdraw their child from that activity, alternative arrangements will be made for the child.

**7. Monitoring and Review**

Relationships and sex education will be monitored by a Deputy Head and the CWEST Co-ordinator.

**8. Dissemination of the policy**

The policy and full programmes of study are available on request to parents, the LEA and OFSTED through the and CWEST Co-ordinator.

**9. Other policies which have relevance to relationships and sex education are:**

Equal Opportunities  
Anti-bullying  
Child protection  
Personal, Social and Health Education

**APPENDIX:** Sex and Relationships Guidance:  
July 2000. Ref: Dfes 0116/2000