



Lincoln Minster School
Sex Education (Senior)



Policy Statement

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

Aims

In the attempt to enable pupils to acquire knowledge, skills, responsible attitudes and behaviour with regard to sex education, Lincoln Minster School aims to:

Provide a worthwhile educational experience for all its pupils which will present opportunities:

- to help pupils to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;
- to enable pupils to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the pupils;
- to ensure that pupils have an understanding of their own and others' sexuality;
- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable pupils to be aware of the sources of help and to acquire the skills and confidence to use them.

This policy applies to all members of our senior school, including boarders.

Lincoln Minster School is fully committed to ensuring that the application of this Sex Education Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Treatment Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on the school website and on request from the school offices and should be read in conjunction with the PSHE Policy and Schemes of Work.

This document is reviewed annually by the Vice-Principal (Pastoral) or as events or legislation change requires

Reviewed: C. McKenzie, June 2011

Next review due: **June 2012**

Procedures

Sex education at Lincoln Minster School is taught in a cross curricular way through Science, Religious Studies and Personal, Health and Social Education (PHSE). The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as pupils progress through the school.

Throughout the delivery of sex education a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of sex education at Lincoln Minster School will stress the need for an understanding of a variety of sexual preferences across the spectrum of human sexuality.

It is intended that pupils will be given up-to-date information on a wide variety of contraceptive methods and whilst general statements about the efficacy of these methods will be given, specific advice and guidance to individuals will not be made without consultation with the parents.

All sex and relationship education is taught within the context of Christian values, placing particular emphasis on the importance of loving and stable relationships.

Sex Education in the Curriculum

Introduction: Lincoln Minster School educates the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings and it would be irresponsible of the school to ignore this. The sex education programme at Lincoln Minster aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

Objectives: To enable pupils:

- To understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss both sensitive and controversial issues such as conception, pregnancy, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which require consideration of attitudes, values, beliefs and morality
- To develop an awareness of the range of sexual attitudes and behaviour in society whilst recognizing the importance of personal choice and responsibility in managing relationships.
- To be aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause
- To recognise that parenthood is a matter of responsibility and choice.
- To discuss and analyse moral values and explore those held by different cultures and groups
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities.

Context: The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- (a) "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life."

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

The sex education delivered should be tailored not only to the age, but also to the understanding of pupils. At Lincoln Minster School, with its Christian values, it will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

Definition of Sex Education:

The law does not give a definitive statement as to what sex education is. At Lincoln Minster School it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. Among the things it will concentrate on are knowledge of the facts of human reproductive processes and behaviour, HIV and AIDS and other sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum (Science). It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Principal, stating their objections and alternative arrangements can then be made for their children. The biological element of reproduction remains within the National Curriculum Science for Key Stage 3. Other issues are dealt with in Religious, Personal and Social Education.

Advice to Individual Pupils:

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher or school nurse to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, then the member of staff has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice and help from an appropriate source.

APPENDICES TO SUPPORT THE OPERATION OF THE POLICY

Appendix 1: Confidentiality Policy – (from Group Sex and Relationships Policy)

- 1.1 Staff must adhere to the policy on confidentiality between themselves and students as set out within this section.
- 1.2 However, staff cannot and should not offer or guarantee absolute confidentiality. If confidentiality has to be broken the student should, if at all possible, be informed first and then supported as appropriate.
- 1.3 It is only in the most exceptional circumstances that a school or academy should be in the position of having to manage information without parental knowledge. Where younger children (normally under the age of 16) are involved there will be grounds for serious concern and child protection issues will need to be addressed.
- 1.4 Students should be encouraged to talk to their parents and given 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 school nurse, counsellor, GP or local young person's advice service.