



## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **Introduction**

The Governors acknowledge that it is the prime responsibility of the family to educate their children in the area of sexual development, but recognise that the school should also play a supportive role in personal and social education, including sex and health education.

Whilst Sex and Relationships Education (SRE) is recognised as being a sensitive issue for both parents and teachers, the media have no such qualms about handling sexual material. Young people absorb much of their knowledge and many of their attitudes from what they see on the television or read in their magazines. Many of these attitudes and the sort of advice they give run directly counter to what is in the best interests of young people and are in conflict with Christian values and teaching.

### **Aims**

1. To deliver a programme of SRE which is founded on scripture and the Teachings of the Catholic Church.
2. To lead students to a fuller understanding that each human being is a Child of God, created in His own image, called to a special relationship of love with Him and, therefore, to be treated with the utmost respect and reverence. As St. Paul says: "Your body is a temple of the Holy Spirit". (I Cor. 6:19)
3. To lead students to an understanding of their sexuality as a gift from God.
4. To see SRE as a responsibility shared by the whole Staff, with the whole curriculum contributing to this formation of Christian attitudes in our students.
5. To provide a developmental programme, offering gradual and positive SRE. This will aim to present the relevant biological facts in the context of true Christian values based on moral principles, and to protect our students from ignorance by giving all necessary information and answers to their questions, taking into account DFEE guidelines.
6. To consult with parents and teachers on the SRE programme.

## **Objectives**

1. To help students to acquire the knowledge, understanding and attitudes about themselves and others as male and female, which will enable them to live as responsible Christians in today's world.
2. To encourage in students a sense of their own dignity and that of others, expressed in the respect and care with which they treat people.
3. To enable students to distinguish between right and wrong, giving them criteria with which to act on their convictions.
4. To prepare students for adult relationships which are satisfying and responsible, and which will lead them to value the Christian married relationship.
5. To help students value the family and family life, and prepare them to take on the responsibilities of Christian parenthood.

## **Philosophy**

To enable students to develop a healthy, balanced, well-informed attitude towards relationships, personal development and sexuality. To this end our policy is one of providing the necessary information, reflecting the best principles of education in accordance with Christian values, rather than a form of indoctrination.

## **Content**

SRE is an important element of the cross curricular theme Health Education. The following topics are drawn largely from National Curriculum Council (NCC) Curriculum Guidance. All topics are examined in the light of the aims and objectives outlined above.

### **Sex and Relationships Education**

#### **YEAR 7**

##### **Science**

- Male and female reproductive anatomy
- Intercourse and fertilisation
- Foetal development / uterine environment
- Puberty and menstruation (inc. controlling fertility using the pill)

##### **RE**

- Family as part of Community
- Day Retreat on friendship

## **PSHE**

- How to make friends
- Communication with Peers
- How to work with others

## **YEAR 8**

### **Science**

- No relevant content

### **RE**

- Day Retreat on Self Awareness and Consequences of Actions

## **PSHE**

- Making, sustaining and breaking friendships
- Empathy
- Risks and personal relationships
- Peer group pressure

## **YEAR 9**

### **Science**

- Inherited variation (genetic relationships)
- Revision of work from across the Key Stage

### **RE**

- Marriage and marriage preparation
- Parenting

## **PSHE**

- Peer relationships
- Emotional awareness

## **YEAR 10**

### **Science**

- Hormonal control of puberty
- Ongoing hormonal control of the menstrual cycle (and manipulating this cycle using the pill)
- Sexual reproduction (purely in terms of genetic inheritance in contrast to asexual reproduction)

### **RE**

- Marriage
- Marital Breakdown
- Types of family
- Family Breakdown
- Contraception
- Abortion
- Fertility Treatments
- Gender Roles and Sex Discrimination

### **PSHE**

- Teenage pregnancy – Straight Talking
- Testicular cancer – Teenage Cancer Trust
- Catholic perspective on sex and relationships – Director of Spirituality
- STI's – school nurse
- Contraception
- Peer group pressure and relationships

## **YEAR 11**

### **Science**

- Meiotic cell division for reproduction (i.e. production of sex cells), fertilisation, cellular adaptations of sperm
- Growth during the gestation period

### **RE**

- No relevant content

### **PSHE**

- No relevant content

## **SIXTH FORM**

### **Science**

- No relevant content except for those few students following A level Biology

### **RE**

- Relationships
- Medical ethics

### **PSHE**

- Outside agencies giving talks on Pro Life
- Teenage Pregnancy-Straight Talking
- Pre-marital sex – Challenge Team UK
- Breast and testicular cancer – school nurse

### **Organisation**

1. The Deputy Head Teacher (Pastoral) in charge of PSHE is responsible for co-ordinating the SRE programme in school and liaising with the Governors' Curriculum Committee in its' responsibility for SRE. Together, on an annual basis (June/July), they will ensure that teaching materials used in SRE are of a high quality, appropriate to the needs and ages of students, and take on board the aims and objectives of this policy.
2. SRE will be delivered largely through the Science, RE and PSHE departments. Heads of Year and Heads of Department will liaise with the Deputy Head Teacher (Pastoral).
3. A cross-curricular mapping exercise will be carried out during the annual review of the policy. The delivery of any missing elements can then be planned. This will be the responsibility of the Deputy Head Teacher (Pastoral).
4. It is recognised that the staff have responsibility for the delivery of SRE and may require INSET support.
5. Parents wishing to see teaching materials used in the schemes of work are very welcome to contact the Headmaster.
6. The school recognises the central role of parents/guardians in the development of sexual maturity in their children and wants to support the parents/guardians in that task. It is hoped that, as with other areas of the curriculum, parents/guardians will trust the judgement of the school in the teaching of SRE. However it is realised that SRE is a very personal part of the curriculum and the school would want to do everything possible to reassure parents/guardians. If parents/guardians felt that they wanted to withdraw their child from SRE it would be hoped that the matter would be discussed with a senior member of staff in order to clarify the parents'/guardians' concerns. In order for this meeting to take place it is requested that parents make an early appointment by telephoning the school office.

7. Where guest speakers on SRE are invited into the school, the Deputy Head Teacher (Pastoral) responsible for the co-ordination of SRE will ensure the content of such talks are consistent with this policy, statutory requirements and good education practice. The co-ordinator will ensure that the content and presentation are appropriate to the age and understanding of the students. A member of the teaching staff will be present at all such talks and guest speakers will be informed that the teacher has the right to intervene in such presentations if, in their professional opinion, it is right and proper to do so.
8. A statement about SRE will be included in the prospectus and such statements will be reviewed annually by the Headmaster and the School Chaplain.
9. An updated SRE policy will be published every autumn term and feedback from parents will be invited..
10. Feedback forms will be completed by students where appropriate and will contribute to the evaluations made of the SRE programme at the Summer review.
11. A meeting of those staff involved in delivering SRE will take place prior to delivery.

### **Advice to Individual Students**

Good teachers have always taken a pastoral interest in the welfare and well being of students, but this should never trespass on the proper exercise of parental rights and responsibilities.

Particular care must be exercised in relation to contraceptive advice to students under 16. Giving advice to students without parental consent and knowledge would be an inappropriate exercise of a teacher's professional responsibilities. Teachers are not health professionals.

Where students seek such advice on other aspects of sexual behaviour, they should be encouraged to seek advice from their parents and if appropriate, the relevant health service (GP, School Doctor or Nurse).

Where the circumstances are such as to lead the teacher to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him at moral or physical risk, or in breach of the law, the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the member of staff responsible for child protection. The member of staff responsible for child protection should arrange for the student to be counselled if appropriate and, where the student is under age, for the parents to be made aware, preferably by the student himself (and in that case checking that it has been done). Whether the specialist support services (including school health professionals) or the local education authority should also be involved will depend upon the particular circumstances involved and the professional judgement of the staff.

- \* It is inevitable, particularly in secondary schools, that the teaching of unrelated topics will lead to the discussion of aspects of sexual behaviour. Provided the discussion is limited, and it is in context, it will not necessarily constitute part of the sex education programme. Teachers will need to be sensitive, particularly if students involved have been withdrawn from the sex education programme.
- \* Particularly explicit issues raised by individual students probably should be dealt with on a one to one basis rather than whole class basis but, clearly, teachers should use their discretion and judgement.

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