



Saint Paul's Catholic High School

Moving forward together. Achievement for all!

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY



Journeying together with Jesus Christ, we learn to love and love to learn.

Document Record	
Title	Sex and Relationship Education (SRE) Policy
Date	September 2018
Supersedes	June 2014
Author	Breeda Stewart & Stephen McMahon
Date Approved by Headteacher	2 nd October 2018
Approved Policy Seen By Governing Body	October 2018
Review Date	September 2019
Date Adopted by School	2 nd October 2018

Mission Statement

Founded on the love of Christ and recognising the inestimable worth of each individual Saint Paul's exists to foster with care and compassion, personal, spiritual and academic growth, extending into the community and beyond.

This policy takes full account of the teaching of the Roman Catholic Church, the school's legal obligations and the latest DCSF guidance "Sex and Relationship Education Guidance" (DfES 0116/2000) and OFSTED (2002) Sex and Relationships Education in Schools.

According to the latest DCSF guidance SRE is:

"Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

DCSF "Sex and Relationship Guidance" 2000. The Guidance suggests that SRE should have three main elements as follows:

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotion and relationships

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 and understanding moral dilemmas
- Develop critical thinking as part of decision making

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 understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

The school's approach to SRE is in line with the Government's strategy and DCSF Guidance.

- The school's approach consists of:
- The taught National Curriculum Science Programme of Study
- Working towards the SRE models within each key stage delivered within a planned PSHE programme.
- Pastoral support for pupils who experience difficulties
- Provision of appropriate information through leaflets and books in the library

Why SRE?

Legal Obligations

Schools in England and Wales have a moral and legal responsibility to provide a “sex education” programme for all pupils. This is in line with the principles of the Diocesan Education Service and the Catholic Education Service.

The Needs of Young People and the Role of School

The overall aims of the school and the National Curriculum are:

- To provide opportunities for all pupils to learn and achieve
- To promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The DCSF Guidance recommends that “Effective sex and Relationship education is essential if young people are to make responsible and well informed decisions about their lives”. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework, in line with the school’s mission statement and in the context of Catholic education. It is based on the following principles:

- The value of stable and loving relationships
- The proper place for sexual intercourse is within marriage
- Respect, understanding and empathy towards others who may have different backgrounds, culture, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that pupils have a right to age appropriate SRE and access to help from trusted adults and helping services.

5. Inclusion

- Young people may have varying needs regarding SRE depending on circumstances and background. We strongly believe that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school’s approach to SRE will take account of the differing and diverse needs of the school’s community.
- We shall consider the particular needs of boys and approaches that will actively engage them. The school will consult pupils and parents/carers about their needs, take account of the views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- We shall take account of the fact that some pupils have learning, emotional or behavioural difficulties or physical or visual disabilities that result in particular SRE needs. Staff involved in the delivery of SRE will liaise with Safeguarding lead.
- Our approach to SRE will be sensitive, honest and balanced

A Whole School Approach

The Senior Leadership Team will support the provision and development of SRE in line with this policy by providing leadership and adequate resources.

The designated SRE Co-ordinator...Breeda Stewart will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, accessing support and resources for staff, arranging staff training, liaison with other agencies and monitoring and evaluation.

All Teachers play an important pastoral role by offering support to pupils. Teachers will be able to access support and advice from experienced members of staff and have access to appropriate training.

Support Staff may be involved in a supportive role in some SRE lessons. They will have access to information about the SRE programme and also supported in their pastoral role.

Governors will be consulted about the SRE provision and policy and have regular reports at Governors' meetings.

Parents/Carers can access this policy through the school's website. They are informed of this in the school's prospectus. They have a legal right to withdraw their children from dedicated sex education lessons if they wish. We will seek and take account of the views of parents/carer views and endeavour to adopt a partnership approach with them.

The School Nurse and the School Counsellor play a key role in supporting the teaching of SRE both in terms of advice, input to lessons, provision of pastoral support for pupils and resources. The school takes seriously its role in promoting the well – being of pupils.

Outside Agencies and Speakers may be involved in inputting to SRE lessons. The school will only work with those who are appropriate to pupils' needs and who are sympathetic to the Catholic ethos of the school.

Pupils have an entitlement to age and circumstance appropriate to SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

Delivery

The programme will be delivered by the PSHE team, the school nurse, specific curriculum teams, including, Science, Humanities and RE and other confident and competent staff.

Cross Curricular Provision of SRE

The overall aims are:

- To develop the ability to make morally literate decisions about personal relationships and their physical expression
- To ease fear and anxiety caused by:
 - Lack of knowledge
 - Media and peer pressure
- To provide accurate information about and understanding of Relationship and Sex issues.
- To dispel myths
- To explore a range of attitudes towards these issues and help pupils reach their own informed views and choices for a healthy lifestyle.
- To develop respect and care for others.
- To increase pupils' self-esteem
- To develop skills relevant to the effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

Relationship and Sexual Education is delivered in a developmental manner so that issues are explored according to the maturity of the pupils. It will consider bullying issues and discourage any bullying including that based on sexism, homophobia, appearance and other relationship issues.

Methodology

Active learning methods which involve pupils' full participation will be used.

Relationship and Sex Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. It will not be delivered by a short-term supply teacher.

Teaching takes place in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their personal issues in class.

Ground Rules and Distancing Techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. There are clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

No one (teacher or pupil) should be expected to answer a personal question. No one will be forced to take part in a discussion.

Only the correct names for body parts will be used.

Meanings of words will be explained in a sensible and factual way.

Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in a lesson.

Questions do not have to be answered and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the school nurse and school counsellor

Parental Concerns and Withdrawal of Pupils

Parents have a legal right to withdraw their children from dedicated “sex education” lessons. They do not have the right to withdraw their children from those aspects of Relationship and Sex Education that are taught in National Curriculum Science or where these issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed of the Relationship and Sex provision. If a parent/carer has any concerns about the provision we will address their concerns, and work to allay any fears that they have. If parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Confidentiality

Legal Requirement

We cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. We are legally obliged to pass on to other professionals any information where failure to do so would put a pupil or others at risk of harm. This is covered by the Local Authority Safeguarding procedures. In the first instance staff would pass their concerns to the school’s Child Protection Co-ordinators who are Diane Keary and Stella Mc Govern and the Headteacher.

The “Gillick competences” apply and the school nurse can make staff aware of these.

Where it is clear that a pupil would benefit from the involvement of a third person, where child protection matters do not take precedence, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil.

Dealing with Bullying

We are required to report and log all known incidents of bullying on school premises. Any form of harassment or hurtful comments of a sexual nature are viewed, therefore within the context of the school’s anti-bullying policy.

Monitoring, Evaluation and Review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.