



Sex & Relationships Education Policy

Committee Responsible – CC&SL
Last review: 2018/2019
Next Review: 2021/2022

St Peter's Catholic School's mission is to be 'Christ to All'

At St Peter's Sex and Relationships Education is an integral part of the curriculum for all students in Years 7 to 13 and takes place within the spiritual and moral context of the Roman Catholic tradition. The school has a comprehensive intake and a roll of 1200 students and has an above average ability profile (in terms of the national average).

Aims and objectives of the School's Sex and Relationships Education Policy

Attitudes and values

- Learning the importance of values, 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; and
- Developing 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 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.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health (including sexually transmitted infections), emotions and relationships
- Learning about contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy
- Learning about abortion

St Peter's Aims

- To recognise that we are all individuals created by God.
- To help promote a good self-image and sense of self-worth by developing a positive attitude to their own bodies.
- To reassure students at a time of physical, spiritual, psychological changes so that they can cope with their own personal development and relate it to a growing awareness of others.
- To promote a true appreciation of the gift of sexuality and understanding and acceptance of their own sexuality.
- To develop a sense of responsibility in choices and decisions concerning themselves and others – values and attitudes.

- To encourage students to recognise and appreciate the positive values expressed in the teaching of the Catholic Church on relationships and sexuality.
- To encourage the acquisition of skills and attitudes which allow students to form an educated conscience enabling them to manage their relationships in a responsible and healthy manner making informed decisions based on the moral teaching of the Catholic Church.
- To offer every possible support for students, particularly by use of parents, tutors, chaplaincy team and external agents.
- To keep all staff and parents informed of developments in health and sex education, in particular staff training, resources and links with outside agencies.

By the end of KS3 students should be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be respectful of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

and understand:

- That fertilisation in humans is the fusion of a male and a female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and replication of viruses can affect health
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- What constitutes normal social interaction and the difference between fallouts, bullying and abuse
- The sources of advice and support
- About when and where to get help, such as at a genito-urinary medicine clinic
- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity

- The unacceptability of prejudice and homophobic bullying
- What rights and responsibility mean in relationships
- The importance of respecting difference in relation to gender assignment and identity

By the end of KS4 students should be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote self-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves

and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol
- How the different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access the statutory and voluntary agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment
- Their developing sense of sexual identity and feel confidence and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Organisation of the School Sex and Relationship Programme

Sex and Relationship Education is delivered mainly through Citizenship, Physical Education, Religious Education and Science. However, all staff have a role in the implementation of the policy and must be aware of the implications of this document. The Health and Sex Education Programme includes:

- physical aspects
- emotional aspects
- spiritual aspects
- moral aspects
- legal aspects

within a climate which enables students to explore and reflect on complex issues and to appreciate the compassion of Christ. Heads of Departments in these areas have direct responsibility for planning and delivery. It is important that the staff in each of these areas are given regular opportunities for training.

Particular consideration should be given to all new members of staff within the school, that they are acquainted with this policy.

It cannot be emphasised enough that all adults connected with the school share the responsibility for encouraging self-esteem and self-respect among students and the community as a whole.

Equal Opportunities

Access to the curriculum is vital, students have an entitlement to good Sex and Relationships Education. The programme takes into account the age and needs of the students at each stage. As a "mixed" school there is no segregation of race or faith and all are offered the same opportunities. The school's Equal Opportunities Policy should be referred to.

Resources used and criteria for selection

The most valuable resource is a team of confident, committed, well-informed and well-trained members of staff, particularly those teachers who are responsible for the delivery of the SRE programme.

A range of resources has been built up over the years, these must be continually reviewed as material can become dated (in terms of style and information).

Videos or other materials should never be used with students until the teacher has seen them, and where appropriate, covered some preliminary work with the class. Advice about the appropriateness of materials can be sought from the Head of Religious Education and the Head of Citizenship.

Teaching Approaches in the classroom and beyond

Spiritual, emotional, personal and social development work requires a range of teaching approaches which enable young people to discuss issues openly with their peers, as well as acquire knowledge. In addition to receiving practical advice and having opportunities to develop and practise skills, students need to participate in activities that support debate

about attitudes and values. There are many areas of sex and relationship education where there are topics of great sensitivity to both students and their teachers. In order to create an environment which allows for these activities and one in which teachers and students can feel free to discuss sensitive issues, planning needs to include group work. Therefore careful and considered preparation is essential.

Group work allows for the development of those skills, which are essential for good communication, for open exchange of ideas and for expressing attitudes.

Teachers will find it useful to consider:

- size of groups
- grouping
- the development of collaborative skills

Pair work is useful at the beginning of sessions so that the pair, who feel comparatively safe with one another, can move from twos into groups of four or six. Pairs also allow for a high level of opportunity for speaking and listening.

Grouping may be determined by the nature of the task. It is an important aspect of Sex and Relationship Education that students recognise that some issues which affect them also affect others, including the opposite sex.

By undertaking some preliminary group building activities, a positive tone is set for group work, which creates a firm foundation for classroom management. Group work requires students to feel secure in their group: sharing some personal information within the group and setting ground rules for the work are two ways of encouraging a greater level of trust.

Participation in group work encourages respect for differing opinions, enables learning from others and assists in the use and development of appropriate language **that can** be readily understood by all members of the group. Student participation has to take into account student perception, ability, needs and experiences and should enable all students to take an active role.

Outside Speakers for Students

When using visitors with teaching groups, we have a responsibility to ensure that both the content and practice accord with school policy. It is important that:

- The person arranging the session should have prior knowledge of the speaker/ organisation before a booking is made.
- The session should be planned in discussion with the Heads of Department and Heads of Year or the Head of Life Skills as appropriate.
- A clear brief should be given to the speaker, with a copy of the School's Mission Statement and appropriate policies, along with information about the target group and curriculum context.
- Follow up and evaluation of the input with students should be planned at the time of booking

- A member of staff should be present at the talk (usually the class teacher or tutor) to monitor the appropriateness of the content and support the visitor by ensuring management of student behaviour, and to create the continuity in the programme.
- Any leaflets /materials to be given out or used for Sex Education should be seen by the Headteacher and used only with his or her permission.

Primary Liaison

We have discussed and listened to our main Catholic feeder schools regarding learning outcomes and the use of appropriate materials. Liaison is essential to ensure that students receive continuity and effective progression.

Specific issues statement

Sensitive issues; information to be given and referrals to under 16's, (individually and in the classroom).

Information regarding services provided by outside agencies will be made available by the Head of Year. Students will be made aware that the information is there, or that they can speak to the school nurse.

Confidentiality (individually and in the classroom)

As professionals we cannot promise confidentiality. In Child Protection issues, for example, the responsibility lies with the teacher to refer to the Child Protection Liaison Officer any circumstances that indicate that a student is being abused or is in danger of being abused. (See the Staff Handbook for more detailed information and direction on this issue).

In circumstances where students are indicating that sexual practice is taking place that is illegal, teachers need to take great care. We cannot condone illegality. Nevertheless, the student may be asking for support and guidance and responsible teachers would wish to respond to that request. In most cases all such sensitive enquiries by students should be referred to the Child Protection Liaison Officer, and they then take decisions about further action. Students should always be encouraged to share their problems with parents but where this seems an impossible option to the student, agencies in the community should be referred to who can offer confidential advice.

Child withdrawal procedures

On entry to St Peter's parents agree to their child taking part fully in every aspect of the religious life of the school, including Religious Education lessons. However, parents have a statutory right to withdraw their children from aspects of the Sex Education Programme. It is up to any individual who is considering such a withdrawal to reconcile their own conscience in this matter. In the first instance they are advised to discuss the situation with the Headteacher.

Complaints procedure

If a parent has a concern or complaint about the conduct of the Sex and Relationship education programme they should initially raise it with the Headteacher. Should this fail to

resolve the matter then the normal complaints procedure through the Headteacher and if necessary the governors can be followed.

Working with parents

St Peter's Catholic School works in partnership with parents, recognising that parents have the primary responsibility in educating their children in matters of Sex and Relationship education. The school's role is to support and assist parents in carrying out this responsibility.

Parents will be informed and given the opportunity to view the curriculum programme, to look at some teaching materials and to be informed of the aims and objectives of the programme.

AT KEY STAGE THREE THE FOLLOWING OBJECTIVES SHOULD BE ACHIEVED

YEAR SEVEN: Who am I?

| | RE | Science | Citizenship |
|--|-----------|----------------|--------------------|
| (1) To have some understanding of myself in terms of the kind of person I am, my uniqueness | X | | X |
| (2) To understand that I am created by God and in His image | X | | X |
| (3) To examine the importance of friendships and relationships in terms of promises and agreements | X | | X |
| (4) To have a deeper understanding of love in the Christian tradition | X | | X |
| (5) To have a deeper understanding of love in the Christian tradition and the way in which it binds families and society together through marriage | X | | |
| (6) To have some knowledge and understanding of the purpose of marriage and the roles and relationships within the family | X | | |
| (7) To understand how marriage relates to society and how the Christian tradition impacts on society as a whole | X | | |
| (8) To have knowledge of the physical and emotional changes involved in puberty, the menstrual cycle, ovulation, fertilisation, pregnancy and birth | | X | X |

YEAR EIGHT: Love as a rule for life

| | R.E. | Citizenship | Science | Reflection/Retreat Day |
|---|------|-------------|---------|------------------------|
| (1) To consider, explore issues around decisions, moral values, choices and their consequences, freedom, responsibility and the importance of conscience | | X | | |
| (2) To reflect on the image of myself and others so that I can learn to respect them as made in the image and likeness of God | X | | | |
| (3) To consider the people and things which influence who and what we are | | X | | |
| (4) To reflect on our own experience of growth , change and coming of age and that of others in other cultures | X | X | | |
| (5) To examine the importance of friendships and relationships in terms of promises and agreements. | | X | | X |
| (6) To consider basic rules we live by and LOVE as the ultimate rule or guide of life in terms of caring, service and self-giving; also in terms of vocation , whether marriage, the single life or becoming a priest/religious | X | | | |
| (7) To examine the physical, emotional and social changes associated with puberty and adolescence. Develop a respect for our own bodies and those of others | | X | X | |

YEAR NINE

| | R.E. | Citizenship | Citizenship Days |
|--|------|-------------|------------------|
| (2) To have a deeper understanding of the kinds of conflict within ourselves and between us and others so that the value of reconciliation can be appreciated | X | X | |
| (3) To explore the issues around gender discrimination and prejudice | X | X | |
| (4) Appreciation of sexuality as a gift from God | X | | X |
| (5) To analyse the effects of pornography on people | X | X | X |
| (6) To consider the variety of sexual attitudes in society and to use Christian values as a critique of these attitudes | X | | X |
| (8) Develop attitudes of tolerance towards all sexual preferences in order to combat prejudice and discrimination | X | | |
| (9) To deepen the awareness of family life , the development of the baby and the growth of the young child | X | | |

YEAR TEN AND ELEVEN

| | R.E. | Citizenship |
|---|-------------|--------------------|
| (1) Understanding of the sacrament of marriage as a covenant and sign to the world. Appreciate the factors that contribute towards making a marriage dysfunctional: e.g. poor communication, divorce or adultery | X | |
| (2) Knowledge and understanding of the issue of abortion , the arguments for and against, and to be able to express an opinion | X | |
| (3) To know and understand the issues around birth control – the teaching of the Church | X | |
| (4) To understand the difference between an annulment and a Divorce | X | |
| (5) To know in detail how sexual diseases are spread including HIV/AIDS and other more common STI's. | | X |
| (6) To know and understand what is involved in relationships leading to marriage and to begin to have some understanding that family life can lead to happy and fulfilling relationships | X | |
| (7) To develop further a positive attitude to our own sexuality so that we will be able to make positive decisions and choices in this matter | | X |
| (8) To understand the importance of the choices we make and its effect on others | | X |
| (9) To understand what is meant by responsible parenthood . | X | |
| (10) To accept responsibility for one's action and to be able to justify personal choices and decisions, especially in relation to the choice of marrying or remaining single. | X | |
| 11) To consider the issues around responsible sexual behaviour . including contraception | X | X |