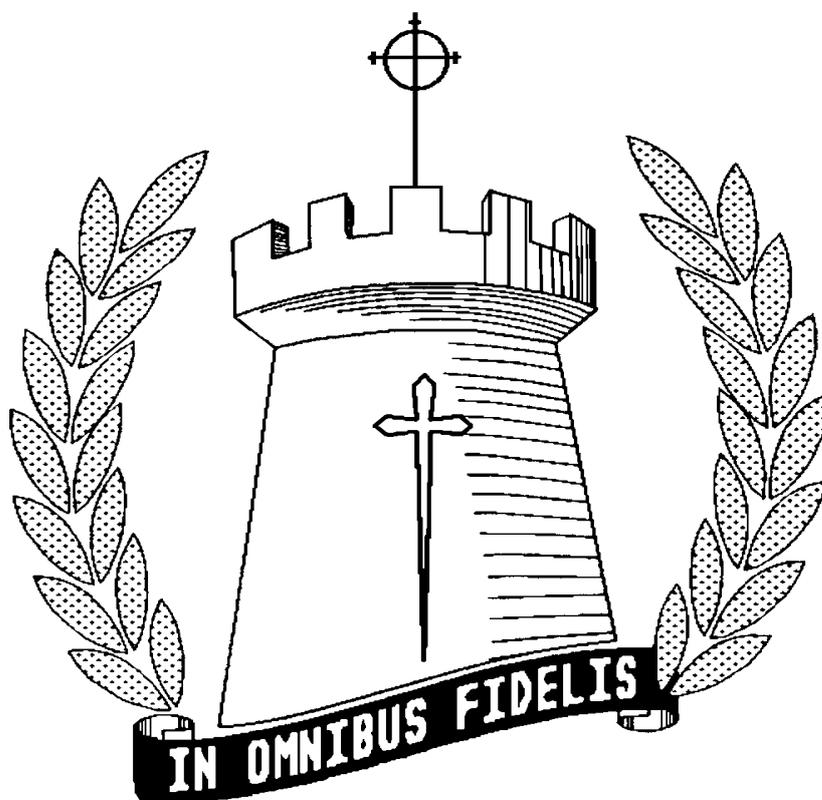


# ST DAMIAN'S RC SCIENCE COLLEGE



## Education in Personal Relationships: SEX AND RELATIONSHIPS POLICY

Approved by Governors:	November 2016
Date to be reviewed:	Annually

## **Our Mission**

The central premise of our College mission statement is 'in omnibus fidelis' – 'in all things faithful' has much to say to us about relationships and sexuality. This policy is rooted in our College's mission to offer the best possible preparation for life for all our young people. The education in relationships will occur not just in formal lessons but in the day to day experiences that our students have as members of the College community. In this sense all staff share the responsibility for living out this policy.

## **Policy for Education in Personal Relationships**

In the light of 'Every Child Matters', the DfE 'Healthy Living Blueprint, the Government 'Public Health White Paper' and the National Service Framework, schools need to be aware of how children's services are being developed and integrated with the focus on earlier and targeted prevention within their area. In line with the DfE 5 year strategy schools will develop their roles to become community, healthy and extended schools and will work closely with the emerging children's services.

## **Policy Principles**

In our College, sex and relationships education is taught in accordance with the teachings of the Roman Catholic Church. It is intended to help our pupils realise their own dignity and worth as unique people, created by God and that of others. It also encourages them to come to decisions about their own sexuality, relationships and behaviours based upon knowledge of themselves as physical, spiritual, and emotional beings that have a part to play in our world and in accordance with the teachings of both Jesus and his Church.

The content of sex education aims to give pupils the knowledge, skills and attitudes which will help them to be responsible adults, who see sexual expressions as something special which should be part of a stable and loving relationship, involving both commitment and respect for both themselves and the other person.

At St Damian's we value the importance of sex and relationships education to help and support young people through their physical, moral, spiritual, cultural and emotional development. This programme is linked closely to the Policy for PSHE, Sex and Relationships Education Guidance from the DCSF and the Bishops' Conference and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. We acknowledge that parents are the first educators of their children and that all school based learning in this area should complement the parental role.

Education for Personal Relationships education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the young person's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self esteem, which will help children to cope with the challenges of personal growth. It enables young people to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage, its sacramental nature and stable relationships. Care is taken that no child is uncomfortable because of his or her home circumstances.

### **What is Education in Personal Relationships?**

EPR is about physical, moral, spiritual, cultural and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality and sexual health. It is rooted in our fundamental beliefs about the sanctity of life, responsible and respectful living and the primacy of an informed conscience.

Sex and relationship education has three main elements:

1. Attitudes, values and beliefs
  - Learning the importance of values and moral considerations including the teaching of the Church
  - Learning the value of family life, marriage and stable relationships
  - Learning the value of love, respect and care.
2. Personal and social skills
  - Learning to manage emotions and relationships confidently and sensitively
  - Developing empathy and self-respect.
  - Learning to make choices without prejudice
  - Appreciating the consequences of choices made
  - Managing conflict
  - Recognising and avoiding exploitation and abuse
3. Knowledge and understanding
  - Learning about and understanding physical development
  - Understanding human sexuality, reproduction, sexual health, emotions and relationships.

### **The Philosophy of the School**

It is the philosophy of St Damian's RC Science College that all young people experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The Education in Personal Relationships programme will fully reflect the College's ethos.

### **Aims and Objectives of the Policy**

- To reassure young people of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an ideal context for family life.
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour
- To educate against discrimination and prejudice
- To empower children to make informed choices about their developing sexuality.

**This policy supports and relates to various College Policies including:**

- The Mission Statement
- Equal Opportunities
- Behaviour
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection
- Looked after children
- Inclusion

**Area of Responsibility**

**Governors**

- To ensure the legal framework and Church guidance is followed
- To consult with parents on the determination of the school's EPR policy
- To implement the EPR policy through the Head Teacher
- To implement regular reviews
- To make copies of this statement available for inspection by parents of pupils registered at the College and provide a copy free of charge to any parent who requests one
- To include a summary of the content and organisation of EPR in the College Prospectus.

**Headteacher**

- To implement the EPR Policy.
- To ensure the policy is followed
- To liaise with the Governors on the teaching in school
- To liaise with parents / carers
- To ensure the policy is reviewed regularly
- To disseminate information to staff

- To respond to individual problems experienced by children, enlisting external agency support if appropriate
- To ensure continuing professional development for staff
- To ensure that all staff are aware of confidentiality issues and procedures.

### **Class Teacher**

- To prepare long and short term plans to include Education for Personal Relationships in the Curriculum
- To ensure the correct resources are available
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties
- To ensure absent pupils have access to information, especially surrounding puberty.

### **School Nurse / Health Service Specialist**

- To give support throughout the school, when appropriate
- To support lessons for particular year groups as outlined in the programme

### **The Special Needs Co-ordinator**

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at St. Damian's.
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

## **Organisation of School Sex and Relationship Education**

### **Who will teach it?**

Science teachers will teach SRE as part of the statutory science curriculum. Teachers of Citizenship/PSHE will also contribute to the programme. The Head of RE, the Head of Science and the CitCo are obliged by this policy to collaborate closely in ensuring its full implementation.

### **Methodology and Approach**

There will be a whole-school approach (Yrs 7-11). Progression and continuity are built into the programme. The themes of SRE will be taught in a number of curriculum areas encompassing all elements within PSHE, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity including issues around unwanted pregnancy and sexually transmitted infections. Clear opportunity will be provided to communicate and explore the teaching of the Church wherever relevant to the aspect of EPR under consideration.

### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationships education in an open and factual way, taking into consideration the age, family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections. Where relevant, factual

answers should be set in the context of the teaching of the Church. Wherever a teacher is in doubt as to how to communicate this, they should be honest with the pupil and either a) offer to find out a full answer by consulting a colleague or b) refer the pupil to two or three colleagues who would be able to provide a fuller answer.

**The following ground rules have been established.**

- Neither teachers nor any other adult should enter into discussions about personal issues and lifestyles. (Either their own or the young person’s)
- No one (young person or adult) has to answer a personal question
- Nobody is forced to take part in discussion other than by listening
- In discussion, teachers will promote the knowledge and use of ‘accepted’ names of body parts. (unintended use of slang terms by pupils should be corrected but not punished)
- Meanings of words are explained in a sensible and factual way.

**Equal Opportunities**

In support of the Equal Opportunities Policy at St Damian’s RC Science College young people, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from sex education resources and teaching methods. It is important that boys needs are met as well as girls on the subject of puberty.

<b>Key Issue</b>	<b>Response</b>
Confidentiality	Breach confidentiality whenever a child protection issue may be suspected. In the first instance always actively encourage a young person to inform their parents/carers of any disclosure relating to sex/health/sexuality/relationships – refer such matters to the Child Protection Liaison Teacher
Referral to advice/clinic	Factually inform parents and carers and young people of appropriate local services as a source of further support and advice
Contraception	Teach about all methods of artificial contraception, teach Church’s view and NFP
Divorce/remarriage	Pupils taught clearly the Church’s teaching and actively encouraged to explore alternative perspectives
Abortion	RC teaching and pro-life stance promoted but with an emphasis on being non-judgemental
Pre-marital sex	Active promotion of the Church’s teaching but realistic engagement with the fact that many people ignore it. Exploration of why marriage is deemed the best context for a sexual relationship
Homosexuality	RC Church teaching taught and explained and alternative viewpoints considered.