

# St. Elizabeth's School

## Sex and Relationship Education Policy

Date of Policy:	March 2017
Members of Staff Responsible:	Senior Managers
Review Date:	July 2018

### School mission Statement

Our School Community is together:-

- To be a sign of our Love of God and for each other.
- To share the Good News with all we meet.
- To live and learn together.
- To make our world a better place for all.
- And to grow together in this love by doing the best in all that we do

This document is the sex and relationship education policy for St Elizabeth's School, which is subject to annual review. It reflects the DfES guidance (DfEE 0116/2000).

In order to comply with the regulations regarding the parents' right to withdraw their children from non-statutory sex education lessons, the policy is re-circulated annually at the start of the academic year along with a letter of consent for staff, in both school and the residential units, to support pupils with SRE throughout the school year.

### Definition:

Sex and Relationship Education (S.R.E.) is lifelong learning about physical, moral, and emotional development. It is about learning about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about learning about others whose relationships and sexuality may be different. It is also about the teaching of sex, sexuality, and sexual health. It provides knowledge and the development of skills which will allow children to manage their lives in a healthy and reasonable way.

### Aims and Objectives

- ✓ Recognition of the understanding of the value of family life, marriage, and stable and loving relationships for the nurture of both children and adults
- ✓ Encouraging respect for moral and spiritual values which reflect the Christian ethos of the school
- ✓ Respect for oneself and others
- ✓ Understanding of different values and attitudes and the lifestyles of others
- ✓ Exploring, considering, and understanding moral dilemmas
- ✓ Development of critical thinking skills as part of decision making
- ✓ To provide a framework for all those working with pupils and students, providing a holistic approach across all areas of the school
- ✓ To enable pupils and students to understand human sexuality
- ✓ To enable pupils and students to develop their confidence within a safe environment
- ✓ To enable pupils and students to learn which behaviours are appropriate, particularly with regards to different contexts or environments.

- ✓ Encourage an environment of open communication about SRE for pupils and staff to support development of the above skills as well as having a clear understanding of where to go if they need help.
- ✓ Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on understanding of difference and without prejudice
- ✓ Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict, and communication. Consideration will be taken with regards to the individual learning needs of the pupil, supporting them in a personalised way to develop an understanding of personal responsibility and make informed choices.

## **Management of SRE**

*Zone 1* – Through a cross-curricular approach, pupils in zone 1 are encouraged to develop an understanding and awareness of their body regularly throughout the curriculum. This does not require specific parental consent. Where appropriate, discrete sessions regarding SRE can be planned in order to support a pupil to develop an understanding about a specific issue. However, this needs to be completed with parental consent and focused on the needs of the pupil and the level of their understanding, using visuals, social stories as necessary. Consideration does need to be given to the mental capacity of the pupil to engage in this education and safeguarding procedures should be paramount.

*Zone 2* - Delivery will be in the context of the P.S.H.E., R.E., and Science curricula for pupils under 16. It may also involve addressing moral and ethical issues which may arise from apparently unrelated topics in all Curriculum Subjects, where there will not be a parental right of withdrawal. SRE is taught as part of the PSHE curriculum once a year but topics regarding health and the human body will also be covered annually in the science curriculum.

*Zone 3* - Delivery will take place in the context of PHSE and RE for post-16 students. It may also involve addressing moral and ethical issues which may arise from apparently unrelated topics in all Curriculum Subjects, where there will not be a parental right of withdrawal.

In all zones, teaching staff should be prepared to support pupils if specific issues arise throughout the year. Consultation with parents and the staff team around that pupil is encouraged to ensure that provision to support that pupil is appropriately targeted and delivered.

SRE will be taught by class teachers within class groups. There may be consideration, where appropriate, for groups of pupils to be taught separately in single-sex groups in order to support pupils to understand more gender specific issues, which may cause anxiety or embarrassment within a mixed group.

## **Guidance for teaching and supporting pupils with SRE**

1. S.R.E., in the classroom, will take the form of formal teaching using video clips, presentations and other audio-visual aids, small group and class discussion and provide pupils with the opportunity for any questions to be answered.

2. Teachers will reserve the right to refuse to answer questions where answers may be thought to be inappropriate for the majority of pupils in the group, bearing in mind that much explicit information is available in the public media and that informal learning can be a powerful source of confusion and mis-information.
3. We aim to dispel myths and reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters. This will be done while preparing students to cope with their developing sexuality, the changes of puberty and adolescence, and the responsibilities of both personal health care and mature physical relationships.
4. Students should develop confidence in the moral basis of their values so that they can develop a pattern of behaviour which takes account of the need for respect for others and their responsibilities to others and themselves. This matches the ideas of tolerance seen in the School Equal Opportunities Policy.
5. Where appropriate the children/students will be taught within their established class group, which may be mixed or single sex. Circumstances and individual needs of the children will often dictate individual/small group counselling or teaching.
7. In certain instances as part of the ongoing sex education programme, health professionals such as Doctors, Nurses and representative of appropriate organisations may be invited into school with the approval of the Head Teacher.
8. St Elizabeth's has a 'Worries and Complaints Procedures' document. All children and parents receive a copy of this document. This facility is brought to the attention of all children/students on an individual basis by a responsible member of the staff.
9. Where the circumstances are such as to lead staff to believe an individual 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, they have a general responsibility to ensure that the individual is aware of the implications and is urged to seek advice. In such circumstances staff should follow Child Protection Procedures.
10. This will be monitored within the framework of the individual's Personal Social and Health Education programme and will be reported on in the annual report. All departments including Residential, Academic and Nursing will liaise with each other to ensure that any issues that arise will be communicated to all concerned.

The role of the teacher includes

- Advising the subject leader, and therefore the School Management team and governors, on the content and organisation of SRE within their class setting
- Communicate with parents about the content of the SRE planning, developing suitable procedures for dealing with requests from parents to withdraw their children for SRE lessons.
- Contribute to the evaluation of the existing curriculum, planning and resources
- Use professional skills in developing the curriculum
- Draw on help and guidance from relevant sources e.g. health professionals

### **SRE throughout the waking day curriculum**

It has been acknowledged that the key area for support pupils to develop their understanding of SRE is through the waking day curriculum. It is more likely that pupils will ask questions about their developing body, relationships with others, sex, sexuality and their sexual health in the context and familiarity of the residential home rather than the classroom environment. Residential staff need to be supported to be able to deal with and support the pupils appropriately and effectively, ensuring that the provision continues to dispel myths and prevent mis-conceptions or mis-information. Therefore, when considering training and resources, the residential staff need to be included in any planning.

## **Planning and resources**

All staff should received specific training in supporting pupils with SRE.

- SRE planning should be focused on the understanding of the pupil, exploring topics which are relevant to that pupil at the time.
- Each class and residential unit should be provided with a resource pack, including visuals to support pupils with understanding, support and guidance for answering questions which might arise and lists of resources which are available in the school setting or online.
- Each residential unit and zone should have access to a core set of resources which can be used to plan and deliver SRE – this can include books, website advice and DVDs.
- Key members of staff, who have had sufficient training, are allocated as named support for staff who are delivering SRE in class and across the waking day.

## **Assessment and Evaluation**

Assessment regarding SRE will be completed using BSquared as part of the PSHE curriculum. There are also additional targets or levels provided by the Diocese of Westminster to support teachers with planning, target setting and exploring progress and understanding. For the residential units, targets can be set as part of the ILS framework.

Staff are encouraged to evaluate their C1 planning at the end of the session, will be fed back to the subject leader. Staff are encouraged to share resources they have found or produced, informing the subject leader if there is a resource which may be useful and purchased through the subject budget.

## **Consultation**

### *Parental rights*

We would prefer parents to play a part in this sensitive area by being informed in the School Programme so that they can continue discussions at home. However, parents of all students have the right to withdraw their child from non-National Curriculum sex education: parents will be able to state annually whether or not they wish their child to be withdrawn.

We feel that this is inadvisable since it is inevitable that students will discuss the content of lessons and there is a danger that mis-information and half-truths will be passed on. The Class Teacher will seek clarifications from parents regarding their reservations and will, as far as is realistic, set appropriate alternative work when the student is not in the lesson. Full copies of the policy will be given to the parents of all students new to the school; a summary will be included in the school prospectus and circulated to all parents annually.

### *Consultation with Westminster Diocese*

This policy, and subsequent planning and provision, follows the guidance produced by the Diocese of Westminster (2006).

### *Consultation with governors*

The governors have responsibility for ensuring that there is a SRE policy which is in keeping with the Catholic teaching. They will ensure that policy is available to parents and has been produced in consultation with parents and staff. Governors will ensure that the programme and resources are monitored and evaluated. This includes classroom based teaching as well as the wider areas of the waking day curriculum, through the residential, medical and therapy teams.

## **Safeguarding and Confidentiality**

Staff may not offer or guarantee to students confidentiality in any matters due to the need to take action in issues related to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used.

In the case of a student making a disclosure of possible pregnancy, or seeking individual advice on contraception, students should be encouraged to know that they can talk to an adult in the school. The school will encourage any student of statutory school age to talk to their parents first:

- ✓ The child should be asked if they can tell their parents and asked if they need help
- ✓ Staff will need to check how they have progressed the issue
- ✓ If the child refuses to tell their parents, staff should refer them to a health professional
- ✓ Staff should report the incident to the Head Teacher who will consult with health professionals prior to informing parents
- ✓ The student will always be told that school staff are having to act in this way before their confidentiality is compromised