

Sex and Relationship Education Policy (SRE) Governor's Mission Statement

Aims

Sex and Relationships Education 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching”.

DFE 0116/2000, ‘Sex and Relationship Education’

At St Peter's School, SRE is an integral part of the curriculum for all students in Years 7 – 13 and takes place within the spiritual and moral context of the Catholic tradition.

It has three main elements:

- Attitudes and Values
 - learning the importance of values including the use of individual conscience with moral considerations;
 - understanding the value of marriage, family life and stable, 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, emotions and relationships;
 - learning about contraception and the range of local and national health advice eg contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy

The school aims to provide a sex and relationships programme in order to:-

- enable students to come to an understanding of themselves and others as fully human;
 - help young people to learn what the Church teaches and build bonds of communication with each other;
- augment students' understanding of their physical and emotional development;
promote ways in which young people can examine stereotypes of masculine and feminine behaviour and assume responsibilities for their own actions;

help students to develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values.

Learning Outcomes

By the end of Key Stage 3

Pupils will be able to:	Evidenced in
Manage changing relationships	Family Life year 8
Recognise risk of personal safety in sexual behaviour and be able to make safe decisions	Family Life year 8
Ask for help and support	Ongoing all years/ PD
Explain the relationship between self-esteem and how they see themselves	Who am I? Year 8 PD
Develop skills of assertiveness in order to resist peer pressure and stereotyping	Year 7 PD
See the complexity of moral, social and cultural issues and be able to form a view of their own	Judaism/Hinduism, Creation SOW?? Year 8
Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships	Family Life year 8
Be tolerant of the diversity of personal, social and sexual preference in relationships	Stereotyping PD
Develop empathy with the core values of family life in all its variety of forms	Family Life year 8
Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage	Family Life year 7 & 8 Vocation Year 9
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	Family Life year 8 Grief and loss Year 8 PD.

Pupils will know and understand:	Evidenced in
That fertilisation in humans is the fusion of a male and female cell	Family Life year 7 Reproduction Science Yr7
The physical and emotional changes that take place during adolescence	Reproduction Science Yr7 Family Life year 8
About the human reproductive system, including the menstrual cycle and fertilisation	Family Life year 7 Reproduction Science Yr7
How the foetus develops in the uterus	Reproduction Science Yr7
How the growth and reproduction of bacteria and the replication of viruses can affect health	Cells Science Year 7 Microbes Science Year 8
How good relationships can promote mental well-being	Family Life year 7 & 8 PD Transition & relationships Year 7 & 8
The sources of advice and support	Pastoral avenues PD signposting.

Pupils will have considered:	Evidenced in
The benefits of sexual behaviour within a committed relationship	
How they see themselves, affects their self-confidence and	Who am I? Year 8 PD

behaviour	Family Life year 7
How it feels to be different and be discriminated against	Year 8 Discrimination PD
The unacceptability of prejudice and homophobic bullying	Who am I? Year 8 PD
What rights and responsibilities mean in relationships	Who am I? Year 8 PD

By the end of Key Stage 4

Pupils will be able to:	Evidenced in
Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health care advice	Year 10 PD. 'No rush, no regrets.'
Manage emotions associated with changing relationships with parents and friends	Year 10 PD. 'No rush, no regrets.' Social Cohesion Year 10 RE
See both sides of an argument and express and justify a personal opinion	Debating: Science, PD, English, GCSE RE, whole school.
Have the determination to stand up for their beliefs and values	GCSE RE, whole school.
Make informed choices about the pattern of their lifestyle which promotes well-being	Year 10 PD. 'No rush, no regrets.' Alcohol & drugs.
Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships	GCSE RE
Work cooperatively with a range of people who are different from themselves	GCSE RE

Pupils will know and understand:	Evidenced in
The ways in which hormonal control occurs, including the effects of the sex hormones and some medical uses of hormones including the control and promotion of fertility	Unit B1 Biology GCSE
The defence mechanisms of the body	Unit B1 Biology GCSE
How sex is determined in humans	Unit B1 Biology GCSE
How HIV and other STIs affect the body	Year 10 PD 'No rush, no regrets.'
The link between eating disorders and self-image and sexual identity	Year 10 PD.
The risks of early sexual activity and the link with the use of alcohol and drugs	Year 10 PD 'No rush, no regrets.'
How the different forms of contraception work and where to get advice	GCSE RE Year 10 PD 'No rush, no regrets.'
The role of statutory and voluntary organisations	Year 10 PD 'No rush, no regrets.'
The law in relation to sexual activity for young people and adults	Year 10 PD 'No rush, no regrets.'
How their sexual identity is influenced by both their personal values, those of their family and society	Year 10 PD 'No rush, no regrets.'
How to respond appropriately within a range of social relationships, how to access the statutory and voluntary agencies which support relationships in crisis	GCSE RE Year 10 PD 'No rush, no regrets.'

The qualities of good parenting and its value to family life	GCSE RE Year 10 PD 'No rush, no regrets.'
The benefits of marriage or a stable partnership in bringing up children	GCSE RE
The way different forms of relationships including marriage depend for their success on maturity and commitment	GCSE RE Year 10 PD 'No rush, no regrets.'

Pupils will have considered:	Evidenced in
Their developing sense of sexual identity and feel confident and comfortable with it	Year 10 PD 'No rush, no regrets.'
How personal, family and social values influence behaviour	GCSE RE Year 10 PD 'No rush, no regrets.'
The arguments around moral issues such as abortion, contraception and age of consent	GCSE RE Year 10 PD 'No rush, no regrets.' Consent.
The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both	GCSE RE
The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others	GCSE RE

By the end of Key Stage 5

Students will be able:	Evidenced in
To recognise the value and presence of an informed conscience	Extended project
To apply the principles arisen from an informed conscience	Extended project
To appreciate and evaluate the impact of the Church's moral teaching upon personal beliefs, attitudes and conduct	Extended project
To understand the moral teaching of the Church on life, and related issues, and how this can conflict with values in daily life	Extended project
To apply, and use, the available tools of Christian living to their own moral stance and lifestyle	Extended project
To reprise and reflect on the Church's teaching on conscience, beliefs, values and attitudes, and to develop a life pattern that incorporates regular self-review	Extended project

School Curriculum

- SRE – Subject Leaders – RE
Science
PD
Citizenship
PE
Form time
Pastoral Team
(Social Sciences) Health & Social Care

All staff have a role in the implementation of the policy and must be aware of the implications of this document. The SRE programme includes the following aspects:

- physical
- emotional
- spiritual
- moral
- legal

within a climate which enables students to explore and reflect on complex issues and to appreciate the compassion of Christ.

- Discreet lesson time in all subject areas listed in addition to outside speakers e.g Life Yr10, 12, 13, Cancer talks Yr 10, Theme days Yr9 (Summer Term)

Guidance from the Catholic Education Service

In designing our Schemes of Work we have acted in accordance with the following advice:

1. Pupils should be taught from an early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand difference and help to remove prejudice.
2. Human sexuality (is a gift of God and) finds its perfect expression within loving life-long marriage. Any other physical sexual expression falls short to some degree of that ideal. It follows that human sexuality is not fulfilled in self-gratification or in promiscuous or casual relationships.
3. Traditional (Christian) marriage should be promoted as the fundamental building block of society and of family life and as the proper context for the nurture of children.
4. Pupils have a right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
5. Life-long celibacy can be fulfilling. In this way of life an individual's sexual instincts may be channelled into generous love and service of others.
6. Life-long human friendships are an important gift and should be honoured and cherished.
7. Human beings fall short of the ideal but the admission of failure can bring forgiveness and reconciliation. People can change their behaviour. Couples working through problems within marriage can find deeper love and strengthened character.

Equal Opportunities

Equality of opportunity is an issue of access and is a crucial part of the educational offer at St Peter's. Sex and Relationships Education is seen as an important vehicle to deliver many aspects of equality as SRE will inevitably encompass the issues of gender, culture, religious beliefs, HIV/AIDS, stereotyping. Throughout the teaching of such issues, students are encouraged to take on a mature approach to the complex nature of the work. **(Please see school's Equal Opportunities Policies).**

Teaching and Learning

Meeting guidelines set within the school's Teaching and Learning Policy, Confidentiality and Child Protection policies.

Primary Liaison

Discussion and consultation taken place with representatives from our five Catholic feeder schools.

Child Withdrawal Procedures

On entry to St Peter's, parents agree to their child fully taking part in every aspect of the religious life of the school, including Religious Education lessons and liturgies. However, parents have a statutory right to withdraw their children from aspects of the SRE 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 appropriate Subject Leader.

Homosexuality

The following should be read in light of the underlying principles, that 'sexuality is a gift from God'. Given the nature of our society, students are likely to ask questions about homosexuality. The aims of teaching about homosexuality and responding to students' questions and concerns should be:

- To enable students to understand the Catholic teaching on prejudice, compassion, love and homosexuality. That to express homosexuality itself is not evil or sinful. However, the Catholic Church teaches that homosexual acts go against the natural order.
- To enable students to comprehend and discuss the range of sexual attitudes found in society. To help students recognise sexuality as part of the total person and to become aware that there are many forms of expression of sexuality and friendship.
- To help reduce discrimination and to educate tolerance, so students do not run the risk of becoming persecuted and socially isolated as a result of their perceived sexual orientation.
- To develop a critical attitude towards stereotypes, in the media and elsewhere, of masculinity, femininity, heterosexuality, homosexuality and bisexuality.
- To examine misinformation about homosexuality and challenge stereotypes.
- To facilitate discussion on the changing nature of relationships during childhood, adolescence and adulthood.
- To make students aware of the laws which apply to sexual behaviour in this country.
- To provide information about counselling and support facilities, both in the school and in the wider community for students and parents.
- Incidents of homophobic language and bullying are dealt with swiftly & logged as part of our anti-bullying policy.

Dissemination, Monitoring and Review

The policy is available to all staff and Governors on the school network (T drive) and the VLE Frog. Parents have access through the school web site, which also includes a 'window' for consultation.

Monitoring strategies include:

- regular updating of relevant programmes of study
- lesson observations
- discussion/evaluation with students, teachers and parents
- staff development opportunities for SRE
- observing work of outside agencies/speakers

Each year the teaching and learning of SRE will be evaluated by teachers delivering aspects of the programmes, students, parents and appropriate support from the Diocese and Local Authority.

