

St Katherine's School

Sex and Relationship Education (SRE) Policy

Policy Number SKP A020



Next Review: November 2022

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Dated : 12 January 2021

Signed: William Harding
Chair of Governors

Dated : 12 January 2021

1.0 Rationale

- 1.1 The objective of sex and relationship education (SRE) is to help and support young people through their physical, emotional and moral development. Effective SRE is learning and understanding the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It will help students develop the skills and understanding they need to live confident, healthy and independent lives.

2. Aims

- 2.1 SRE at St Katherine's School will provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Identify and recognise unhealthy relationships and know how to get help and advice about unhealthy relationships.
- Understand the consequences of their actions and behave responsibly within sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex and know how the law applies to sexual relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex and have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

3. Principles and Values

- 3.1 In addition, St Katherine's School believes that SRE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people
- Encourage students to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

4. **Attitudes and Values**

4.1 SRE will enable students to:

- learn the importance of values, individual conscience and moral choices;
- learn the value of family life, stable and loving relationships, and marriage;
- learn about the nurture of children;
- learn the value of respect, love and care;
- explore consider and understand moral dilemmas;
- develop critical thinking as part of decision-making;
- challenge myths, misconceptions and false assumptions.

5. **Personal and Social Skills**

- learn to manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn to make choices with an absence of prejudice;
- develop an appreciation of the consequences of choices made;
- manage conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

6. **Knowledge and Understanding**

- learn and understanding physical development at appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships;
- learn about contraception and the range of local and national sexual health advice, contraception and support services;
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.
- learn about female genital mutilation and where to get help and advice if this is a personal concern
- learn about consent what it means, how to recognise when consent has and hasn't been given and to know where to get help and advice if sexual activity has occurred when consent hasn't been given

7. **Organisation and content of Sex and Relationship Education**

7.1 St Katherine's specifically delivers Sex and Relationship Education through its PSCE Programme, including the Society and Culture course, Philosophy and Belief and Science lessons.

7.2 Much of the Sex and Relationship Education at St Katherine's takes place within

PSCHE lessons. PSCHE teachers deliver the PSCHE Curriculum with support from the Head of PSHE and professionals where appropriate.

7.3 The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

7.4 Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

7.5 Students have access to confidential expert advice on SRE matters from the 'School Nurse Service' clinic at school

8. Inclusion

8.1 We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

9. Students with Special Educational Needs.

9.1 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

10. Sexual Identity and Sexual Orientation.

10.1 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

11. Right of withdrawal of students from Sex and Relationship Education

11.1 Parents have the right to withdraw their children from all or part of sex education except for those parts included in the statutory National Curriculum (i.e. in science lessons) up to and until three terms before the child reaches the age of 16. After that point, if a child wishes to receive sex education they may discuss this with the school and opt back in. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

12. Confidentiality, controversial and sensitive issues

12.1 Teachers cannot offer unconditional confidentiality as part of our Safeguarding procedures. Staff will report any safeguarding concerns to the Designated Child Protection Officer.

12.2 In a situation where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse, they will inform the Designated Child Protection Officer. At this point the Designated Child Protection Officer will assess the known history of the child, the risk and protective factors around the child, the law and will then advise on the most appropriate course of action. In nearly all cases, this will involve the School Health Team who may offer confidential advice to a young person between the ages of 14-16.

12.3 Health professionals in school are bound by their professional codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

13. **Monitoring and Evaluation of Sex and Relationship Education**

13.1 It is the responsibility of the Head of PSHE to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Local Governing Board is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

13.2 Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.