

Sex and Relationships Education Policy



ST JOHN PAYNE CATHOLIC SCHOOL

Date of Issue	Review Date	Nominated Lead Member of Staff	Nominated Committee
Summer 2016	Summer 2019	Headteacher	Curriculum & Personnel

St John Payne Catholic School Sex And Relationship Education

The Governing Body of St John Payne Catholic School has adopted this policy under the guidance of BRES (Brentwood Religious Education Service).

SEX AND RELATIONSHIP EDUCATION POLICY (including HIV & Aids)

Rationale

This policy has been developed to ensure the inclusion of all students with due regard to Special Educational Needs and Disability (SEND), Gifted & Talented, gender, ethnicity, disability, looked after children, and those students who are on the register in relation to Child Protection issues. The School values the worth of every individual and the contribution they make to the school community as a whole.

In June 2000 the DfEE produced “Sex and Relationship Education Guidance” a PSHE Curriculum and Standards document which states the necessity for all schools to have an up-to-date Sex and Relationship Education policy and programme in place. The programme’s overall aim is to provide all students with accurate information which will help them to develop skills and to understand human sexuality, “...learn reasons for delaying sexual activity and the benefits to be gained from such a delay, and learn about obtaining appropriate advice on sexual health”. (DfEE 0116/2000 p.4)

The Sex and Relationship programme should also contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and preparing all students for adult life. Sex and Relationship Education is one of a number of specific themes which make up The National Healthy School Standard (NHSS) which was introduced in October 1999 to support and complement the new PSHE framework.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made –human sexuality is no exception. It is vital that students receive effective sex and relationship education to prevent putting themselves at risk and to correct misinformation, which may affect their relationships with others.

Sex and relationship education must be both appropriate and responsible and those who deliver it must make themselves aware of the Roman Catholic Church’s teaching regarding sexual matters.

Purposes

- To provide a broad and balanced sex and relationship education programme which offers entitlement for all, and which operates in an atmosphere of mutual trust and respect.
- To endower students with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships.
- To foster self-esteem, self-awareness and a sense of moral responsibility.

- To provide appropriate knowledge and understanding relating to the physical, emotional and social aspects of an individual's development as a male or female.
- Personal relationships, responsible attitudes and appropriate behaviour, family life –the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
- Terminology relevant to drugs, sexually transmitted diseases (STDs) and HIV education including information on how the HIV virus is transmitted through body fluids and how it is not transmitted.
- The safety of the individual in different environments, e.g. at home, at school, at work and during leisure activities.
- To clarify the Roman Catholic Church's teaching in relation to sexual matters.

Guidelines

1. The Science department in our school deals only with the biological aspects of human sexual behaviour in its timetabled lessons. The themes of parenting, relationships and the ethical and moral considerations of sex education are restricted to timetabled PSHE in line with the advice of the DFEE 01/06/2000 and Religious Education lessons because of the nature of the school community. The information students are given must stress the teaching and doctrines of the Roman Catholic Church at all times.
2. The sex and relationship education programme should be spiral in its approach, which will ensure continuity and progression throughout the Key Stages. This ensures that key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of student maturity.
3. Any materials intended for use in PSHE lessons should be checked with the head of the pastoral curriculum to ensure suitability in light of our school's Catholic nature.
4. The teacher with responsibility for the pastoral curriculum will provide In Service (INSET), advice, guidance and support to tutor teams or individuals concerning the delivery of sex education. All programmes will be evaluated and monitored regularly using information feedback from teaching staff and students to inform future planning.
5. The School's function is to provide a general education about sexual matters and issues, not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception.

Teachers cannot:

- give personal advice or counselling on sexual matters (including contraception) to a student either individually or within a group if a parent has withdrawn that student from sex education.
- give personal contraceptive advice to students under 16, for whom sexual intercourse is illegal, without parental consent.

Teachers can:

- provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their G.P., or Brook Advisory Centre. This is not the provision of sex and relationship education, but merely the imparting of information as to where advice, counselling and treatment can lawfully be obtained.
6. The issue of staff/student confidentiality is of importance. Where a student is considered at risk from any type of abuse, whether emotional, physical or sexual, or in breach of the law, the teacher must refer this matter immediately to the Child Protection Officer or Headteacher in compliance with the Local Authority procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling:-
 - Teachers must not promise confidentiality.
 - Students must be made aware that any incident may be conveyed to the Headteacher and possibly parents.
 - Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
 - Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential –the student can then decide whether to proceed or not.
 7. Those involved in educating and caring for HIV+ children should be sensitive to their need for confidentiality and their right to privacy. Both parents and the child may need support as may the teachers and others involved in the direct care of the child at school. The number of people who are aware that a child is infected is, therefore, confined on a “need to know” basis. Although most HIV+ children show no symptoms of infection, if the measures outlined in this policy are put into practice then the “need to know” is largely eliminated. Staff must ensure that they follow the correct procedures relating to ‘First Aid’ procedures. Students if and when possible should be sent to the school office, where a trained first-aider will deal with students according to the appropriate safety precautions.
 8. All parents will be informed at various stages and in certain subjects, regarding aspects of sex and relationship education which will be covered in that academic year. Parents will be informed of their right to withdraw their child from sex and relationship education lessons. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so, so that they are aware of the nature and content of the full programme, which can often resolve misunderstandings. Once a parent’s request to withdraw is made, that request must be complied with until revoked by the parent.
 9. We believe that most of the Sex and Relationship Education Programme is best discussed openly with teachers who are known and trusted by the students. However, visitors such as nurses, family planning or sexual health workers can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme for sex and relationship education. After gaining approval for the visit from the

Headteacher, the organiser must make the visitor aware of the Roman Catholic ethos of our Schools to ensure that the degree of explicitness of the contact and presentation are acceptable.

Conclusion

This policy reaffirms the central principles of the Roman Catholic Church's teaching on sexuality and other aspects of sex and relationship education, whilst empowering students to play a responsible role in their personal relationships within the society of the twenty-first century.