

Including Sandleford, our Early Years Foundation Stage provision

## Relationship and Sex Education Policy

<b>Authorised by</b>	resolution of the Board of Governors
<b>Date</b>	Autumn 2013
<b>Reviewed</b>	Autumn 2014
	Autumn 2017 (1-0-0)
	Summer 2019 (1-0-1)

### Aims of Relationship and Sex Education at St Gabriel's

St Gabriel's believes that Relationship and Sex Education is an educational entitlement of all students and an integral part of each student's emergence into adulthood. The Junior School's aims will be developmental and provide a foundation for further work in the Senior School.

St Gabriel's Relationship and Sex Education Policy has been written in accordance with government legislation including the Education Act 1996, the Equality Act 2010 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (draft February 2019) which require schools to formulate a written policy statement on sexual education. This policy is written entirely in accordance with the spirit of the School's Aims and Objectives, which commits us to the full personal development of each pupil within the framework of a safe, secure and happy Christian environment.

This policy should be read in conjunction with the School's Social, Moral, Spiritual and Cultural Policy and Child Protection (Safeguarding) Policy & Safeguarding Guidance (including FGM) and ICT Acceptable Use Policy.

The aims of Relationship and Sex Education should be to help the students identify specific areas of responsibilities, influence and control and to present the facts in an objective and balanced manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society. The objectives should be to emphasise self-control and how to remain in control: to know the appropriate language to use, both technical and domestic, and to suggest appropriate attitudes, behaviour and responses. Teaching about the physical aspects of sexual behaviour should be set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others and helped to recognise the physical, emotional and moral risks of casual and promiscuous behaviour. Students should be helped to appreciate the benefits of a stable family life and the responsibilities of parenthood. At all times there should be opportunity for questions to be asked and answered.

In particular, we will: -

- Provide support and information for the students in our care
- Encourage personal responsibility in all forms of behaviour
- Promote and nurture self-respect whilst considering the qualities of relationships between people.

Including Sandleford, our Early Years Foundation Stage provision

Relationship and Sex Education resources and opportunities at St Gabriel's should form an integral part of a lifelong learning process. We believe that successful Relationship and Sex Education is developmental and progressive, relevant to, and appropriate for, the age, understanding, needs and experience of our students.

The school will engage with parents with to ensure that this policy meets the needs of pupils, parents and staff.

## Definitions

Relationships education delivered in the Junior school will include

- Families and People who care for me
- Caring Friendships
- Respectful Friendships
- Online Friendships
- Being Safe

In addition science or PSHEE lessons may include content explaining human development and reproduction at times appropriate to the development and maturity of pupils.

Relationships and Sex Education delivered in the Senior School will include

- Families- exploring committed and stable relationships
- Respectful relationships including friendships
- Online and Media responsibilities and opportunities
- Being Safe
- Intimate and Sexual relationships, including Sexual Health

## Purposes of Relationship and Sex Education at St Gabriel's:

The following content will be delivered at times appropriate to the development and maturity of pupils.

- Promote understanding about physical development (including menstruation) at appropriate stages.
- Enable students to develop an understanding of sex as a fact of human existence.
- Promote the perspective that physical and emotional sexual health is the right of every individual, and is an integral part of the whole person.
- Explain the law relating to the sexual behaviour of young people.
- Enable students to explore the relationship between self-esteem and how they see themselves.
- Enable students to recognize the stages of emotion in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.
- Facilitate exploration and discussion of the processes of change throughout life, and to help students to develop insight into their relationships with others.
- Educate students about the values of family life and stable and loving relationships (for example marriage and civil partnerships) for the nurture of children. Students should learn the significance of stable relationships (for example marriage and civil partnerships) as key building blocks of community and society.
- Provide information about contraception and the range of local and national sexual health advice, contraception and support services.
- Inform students about the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Provide impartial information about the diversity of human sexuality, sexual behaviour and relationships.

Including Sandleford, our Early Years Foundation Stage provision

- Enable students to make choices and decisions about their sexuality and their relationships with others.
- Foster the skills and attributes necessary for successful negotiation within relationships, including assertiveness and empowerment to be able to reject effectively unwanted, inappropriate or damaging sexual attitudes and behaviour.
- Educate students against the use of sex or gender to oppress, control or abuse others.
- Provide students with the confidence and resources to seek further/different information as individual needs and circumstances change.

The purpose of Relationship Education in the Junior School at St Gabriel's is to:

- Provide a programme tailored to the age and physical and emotional maturity of the pupils. It will ensure that both boys and girls know about puberty- as set out in Key Stages 1 and 2 of the Science Curriculum.

### **The Organisation of Relationships and Sex Education at St Gabriel's**

The Head of School and the PSHEE subject leader are responsible for the overall planning, implementation and review of the Relationship Education programme in the Junior school.

The Heads of School and Head of Science are responsible for the overall planning, implementation and review of the Relationship and Sex Education programme in the Senior school.

The Governing Body review this policy regularly.

The curriculum content and the programme are delivered primarily through PSHEE and Science lessons. However, moral and ethical issues which may arise from apparently unrelated topics are occasionally discussed within the context of other subjects and would not be deemed part of the sex education programme and therefore subject to the parental right of withdrawal.

A variety of teaching approaches are used to give relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills.

The Relationship and Sex Education programme in the Senior school includes issues of contraception, HIV/Aids, sexually transmitted infections, sexuality and abortion. All issues are sensitively addressed and facts are presented in an objective and balanced way. The pupils are encouraged to consider their attitudes and values within the moral and values framework outlined above. Pupils are made aware of the differences between fact, opinion and religious belief. Staff not comfortable with the delivery of any part of the programme may ask to withdraw from a particular lesson, or series of lessons, and be replaced by the appropriate Heads of School. Staff dealing with sensitive issues should only use material approved by pastoral or departmental teams.

Relationship and Sex Education is developed as a partnership between home and school will help to ensure that students are more likely to receive consistent messages. In addition, the religious backgrounds of the students must be taken into account when social and moral issues are taught as part of RPE or PSHEE curriculum.

### **Monitoring and Evaluation**

The PSHEE programme (incorporating Relationship and Sex Education) is reviewed at least annually by staff and students as part of a review of the PSHEE programme and appropriate changes are made if required. The Heads of School respond to this review and decide whether additional sessions or material are required and this can be included in the programme the following year. This policy will also be reviewed at these times.

Including Sandleford, our Early Years Foundation Stage provision

## Parents' rights to request withdrawal from RSE lessons.

Parents have the right to withdraw their children from the part of the RSE programme that deals with Sex Education. Parents may not withdraw their children from the programme that involves Relationships or Health education, as these are statutory parts of the curriculum. It should be noted that any pupil who will be 16 within three terms may express their own wish to receive Sex Education, and the school would be obligated to deliver this.

The school will work with parents to ensure they know what will be taught and when, as the Heads of School will inform parents of the content to RSE lessons in advance.

## Accessibility

The Heads of School will work with the Coordinator of Individual Needs to ensure that all pupils including those with SEND can access and learn from the RSE programme. Individual support will be provided as necessary and as appropriate to the age and maturity of the pupil.

## Confidentiality and Advice

It must be made clear to pupils at the outset that there may be limits to confidentiality in certain sensitive areas, for example, where there are safeguarding concerns. At the same time, however, pupils will be offered sensitive and appropriate support.

If a pupil discloses abuse, or staff are suspicious of abuse, the School's Child Protection Procedures are invoked.

Date	Amendment
Autumn 2017	Retitled as Relationship and Sex Education policy. Policy revised to reflect current practice and legislation references updated.
Summer 2019	Removal of Pastoral Policy Refers to and written to reflect the Relationships Education, Relationships and Sex Education (RSE) and Health Education (draft February 2019)