



## NOTRE DAME HIGH SCHOOL

### SEX AND RELATIONSHIPS EDUCATION POLICY

***'All persons are formed, sustained and strengthened by the quality of relationships with others'***

“Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities ...they should be given a positive and prudent education in matters relating to sex .... Children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.” **(Declaration on Christian Education Para 1 Second Vatican Council)**

#### 1. INTRODUCTION

- 1.1 . Sex and Relationship Education (SRE) is defined as ‘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, including the teaching of sexuality and sexual health’. It is about the development of the student's knowledge and understanding of her/himself as a sexual being, about what it means to be fully human, called to live in right relationships with God, self and others and being enabled to make moral decisions in conscience.
- 1.2. It has three main elements:
  - Attitudes and values
  - Personal and social skills
  - Knowledge and understanding
- 1.3 In promoting its Mission Statement, Notre Dame High School will ensure that students develop a sound, coherent understanding of the values of the Gospel and the teachings of the Catholic Church on the dignity of life. We are involved in SRE because of our Catholic beliefs about God and about the human person: God exists in relationship - a Trinity of love. We are made in God's image and likeness, created out of love. Jesus' command to love is the basis of all Christian morality and to be truly human is to exist in relationship with God and each other. So we must live in 'right relationships' with the whole of creation. We acknowledge that PSHE, Citizenship and SRE are all underpinned by a theology of relationship.
- 1.4 As a Notre Dame School we have a further mandate in St. Julie's exhortation to ‘Give them what they need for life.’

#### 2. STATUTORY REQUIREMENTS

- 2.1 Under current arrangements there are a number of requirements on schools in respect of SRE. These are set out in legislation and are as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to this guidance; to ensure that pupils learn of the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials (see section 3. 1 and 3.6).
- All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance
- All primary and secondary schools are required by section 404 of the Education Act 1996 to have an up- to- date policy for SRE. This includes special schools and pupil referral units / alternative provision. It is the responsibility of the school governors to ensure that the SRE policy is up-to-date and fit for purpose. Pupils and parents must be consulted in developing the SRE policy and the policy must be available for pupils and parents to see .
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum.

### **3. AIMS AND OBJECTIVES**

- 3.1 Develop students understanding of their physical and emotional development.
- 3.2 To ensure that students are provided with the knowledge and insight to make informed moral decisions about sexuality and issues that surround human sexuality.
- 3.3 To enable students to reflect on what qualities are essential to help their relationships develop in a positive way.
- 3.4 Create opportunities for students to consider their knowledge, attitudes and behaviour, in the light of the Gospel values and the teachings of the Roman Catholic Church, so that they can make informed choices.
- 3.5 Engender growth in self respect and self worth, recognising that each of us is created in the image of God.
- 3.6 Help students develop an understanding that love is the central basis of relationships.
- 3.7 To help students develop a healthy and safe lifestyle.
- 3.5 The School will ensure equality of access for all our students irrespective of gender, culture or disability. SRE is an important vehicle through which many aspects of

equality can be delivered successfully as it will tackle all issues that face our students today.

- 3.6 Develop teachers' subject knowledge and confidence in helping to deliver SRE.

#### **4. PARENTS**

- 4.1 We recognise that it is parents who are the first educators of their children and that they play a central role in assisting their children's physical, spiritual and psychological growth in preparation for the challenges and responsibilities of adult sexual life. We seek to support parents in this role. To this end there will be consultation with parents where information sharing can take place.
- 4.3 We believe in a strong, supportive partnership with parents. We believe that in order to remain true to our mission statement as parents and as a school, our children's total formation is a 'moral transaction from one generation to the next.'
- 4.4 It is therefore our hope that parents would wish their child to be involved in the school's programme of SRE.
- 4.2 However, the Governing Body recognises the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum.

#### **5. DELIVERY**

- 5.1 Subject Leaders are responsible for maintaining the delivery of the Sex and Relationships Education aspects of their curriculum in line with the National Curriculum and school policies.
- 5.2 School PSHE co-ordinator to oversee and develop delivery of SHE in accordance with statutory requirements and school policies. In particular to lead and co-ordinate appropriate and effective delivery of SHE in allocated curriculum time.
- 5.3 The school's commitment to gospel values and the teachings of the Catholic Church will continue to be integral to our pastoral systems and participation in well planned and led assemblies, services, liturgical events and the celebration of Mass.
- 5.4 Students will be helped and supported with individual and group issues through subject and form teachers, Heads of Year, Pastoral Managers and the Chaplaincy Team.

#### **6. REVIEW OF POLICY**

- 6.1 Review Date: March 2018
- 6.2 Next Review will be March 2019
- 6.3 Review mechanism will be the Curriculum and Student Welfare Committee of the Governing Body.