

## **PSHEE Policy**

**Independent Day School for Boys and Girls (Whole School including EYFS)**

**Our Lady of Sion School**

### **General Information**

This policy covers our school's approach to the delivery of PSHEE. It was produced by Mrs Anne-Marie Coe Assistant Head Pastoral and Mrs Emma Carmody Senior Teacher Pastoral (Junior School) through consultation with the Senior Management Team and external reviewer.

The policy will be reviewed in July 2017.

The policy will be made available to parents and careers through the school website and learning platform.

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Our Lady of Sion's Mission Statement and School Ethos outline the criteria for the purpose and function of the School.

## **MISSION STATEMENT**

*The Congregation of Our Lady of Sion is a Catholic Foundation, which works to foster mutual understanding between people of different religious and cultural traditions, through its communities in 24 countries of the world. The role of education in this work is vital.*

*Our Lady of Sion aims to help young people of all faiths to reach their highest potential in a caring atmosphere. Each boy and girl is encouraged to develop through all aspects of the School curriculum.*

*We encourage staff and students to engage in the wider society and to address issues vital to the future well-being of our society and the whole world, fostered in a climate that is permeated by the teachings of the Bible.*

# SCHOOL ETHOS

## *Consideration Always*

These statements help foster the environment for PSHEE within the School.

The spiritual, moral, social and cultural development of pupils at Our Lady of Sion School is viewed as extremely important and is fundamentally linked to the School's ethos and Mission Statement. It is designed to actively promote principles which:

- a) Enable pupils to understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.
- b) Encourage the personal development of pupils, so that they are well prepared to respect others and contribute to wider society and life in Britain.
- c) Enable pupils to acquire a broad general knowledge of and respect for British Values, in particular for public institutions and services in England
- d) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures, while building resilience to risks of radicalization, especially through social media and the internet
- e) Encourage respect for others, with particular regard to the protected characteristics set out in the Equality Act 2010
- f) Prepare pupils for the opportunities, responsibilities and experiences of later life
- g) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- h) Promote the spiritual, moral, cultural, mental and physical development of pupils.

We endeavour to foster and instil a code of self-discipline based on respect for each individual, his/her property and all School resources.

We are aware that respect for others, their beliefs and values is fundamental to the happiness of our community. We strive to ensure that education takes place in an

atmosphere that is caring and protective, and where trust, confidentiality and respect underpin all relationships.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support as set out in the school's safeguarding policy.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people to ensure that all can fully access the PSHEE education provision.

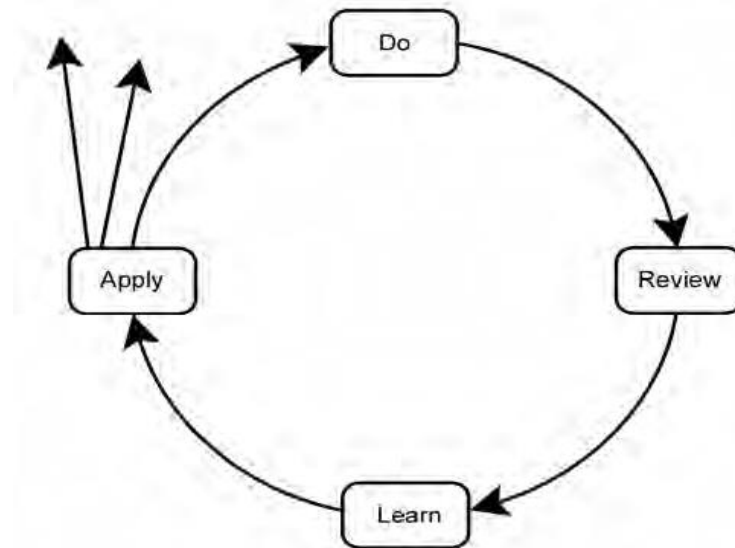
In addition to the programme of study there is PSHEE input through whole School and chapel assemblies, form time, guest speakers and contact with teachers – both pastoral and non-pastoral.

### **“Consideration Always”**

permeates all that we do in the daily life of the School, leading to expectations of respect and tolerance, elimination of bullying and allowing every child to develop self-esteem and confidence.

## Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including active learning.



The ‘do’ phase of this cycle as a planned learning activity such as looking at something, doing a collaborative exercise, taking part in a simulation or an activity outside the classroom. The ‘review’ element encourages pupils to identify what was learned from the activity. The ‘apply’ phase shows pupils how to apply what they have learned to other contexts and to plan future action or to enable them to set goals. Within the active learning model teachers will encourage pupils to engage with a variety of learning styles.

### **Working independently and in groups**

Pupils are encouraged to develop their skills at working independently as well as their communication and group work skills. Working independently affords pupils the opportunity to reflect on their personal needs and goals. The individual can pace their work to match their ability and speed of progress. When dealing with sensitive issues, it may also allow for personal privacy and time to formulate a response before speaking with others. Group work is also an essential part of PSHEE. In the same way that independent work affords a chance to reflect on the personal dimension, group work is the key opportunity to practise the social development called for.

Group activities in PSHEE are encouraged to recognise and enhance the social processes which support learning. They should be supportive places, providing a safe context for growth and experimentation. Working in groups is used to simulate social

processes which occur elsewhere and provide opportunities for individuals to give and receive personal feedback.

We will seek to understand pupil's prior knowledge by enabling pupils to share this prior knowledge with us at the start of a new topic. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding to any issue explored through PSHEE education.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by achieving a balance whilst identifying the true consequences of a lifestyle choice. It is important to reassure pupils that, in reality, the majority of young people make positive, healthy lifestyles choices.

Pupils will be helped to make the connections between the learning they receive in PSHEE education and their current and future 'real life' experiences.

### **Confidentiality and child protection**

Confidentiality issues are central to PSHEE and the following aspects are implemented:

- creating a safe learning environment in the classroom
- being clear about how confidentiality is interpreted in the school setting (as set out in the Safeguarding Policy)
- minimising the risk of inappropriate or unplanned disclosure in the classroom
- Implications of disclosure for child protection (as set out in the Safeguarding Policy)

## **Assessment in PSHEE**

Assessment is an integral part of teaching and learning and reflects the learning and achievements of all children and young people. It involves learners as partners in the assessment processes and is achieved through discussion about learning objectives and desired outcomes. Regular opportunities are provided for learners to give and receive feedback on their progress and achievements, helping them identify what they should do next. It does not judge the worth, personality or value of an individual or their family.

### **Baseline assessment**

The baseline assessment method is a word/brainstorm in which learners are asked to call out in any order their ideas on a specific statement such as ‘Advantages and disadvantages about different methods of contraception...’ or ‘All the people we can think of who could help us if we had a problem...’. The ideas are recorded and used to set the content and learning objectives collaboratively to meet the needs of the individual or group. For younger children, ‘Draw and Write’ activities provide a useful baseline assessment method.

### **Formative assessment**

This form of assessment is about ‘being done with’ the learner and involves sharing learning goals – what do we want to achieve? Effective questioning techniques and feedback are used, which leads to learners recognising their next steps and how to take them. Both teacher and learner review and reflect on collected information in a way that promotes confidence so that everyone can improve.

### **Summative assessment**

Assessment activities which are more open ended are more suitable for assessing understanding of different values, attitude and beliefs. This is implemented at the end of lessons to recap on the original learning objectives and to consolidate learning. This is achieved through a TRUE and FALSE quiz following on from a piece of work, to identify what has been learnt and whether there are still any areas of confusion or gaps in learning. Presentations by the learners and closing rounds such as ‘One new thing I have learnt today is...’ or ‘One piece of advice for staying safe is...’ are also used.

## **Summary of the key types of assessment as practised in PSHEE**



<b>Type</b>	<b>Purpose</b>	<b>Possible Activities</b>
<b>Baseline</b>	To determine need through gaining an understanding of prior learning, existing knowledge and abilities. Provides a starting point for planning to ensure sessions and learning objectives are relevant and appropriate to meet the needs of the group.	Thought-shower/ word/brainstorms; structured discussions; quizzes; draw and write activities; value continuums; ‘everything we know about...’ sheets
<b>Formative</b>	To provide reflection and evidence for use by both learners and providers, to decide where they are in their progress against agreed learning objectives, in order to determine where they need to go next and how to get there.	Role-play; self-reflection diaries; group observations; one-to-one discussions; presentations; course work.
<b>Summative</b>	To summarise progress and achievement at the end of a piece/unit of work or period of time, against a set of criteria.	Displays; quizzes; presentations; written assignments; observed group activities; self- or peer assessment reviews; closing rounds; before and after statements.

## **JUNIOR SCHOOL**

PSHEE is taught in all year groups across our Junior School. Some lessons are timetabled and other areas are delivered through a cross curricular link, particularly Religious Studies. All our PSHEE provision underpins the ethos of the school.

A range of topics, including current affairs, are also reinforced through weekly assemblies. These are through class and staff assemblies as well as visiting speakers.

Form time is also a time where staff can address any PSHEE concerns/issues with their class. This is particularly useful to sort any friendship problems.

We promote respect, tolerance and diversity and children are encouraged to share their views. We recognise that pupils are entitled to have their own different beliefs, but that they should also respect the views and beliefs of others.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **AIMS OF PSHEE**

1. To enable pupils to grow and develop within a happy and caring environment.
2. To help our pupils to value themselves and others
3. To enable pupils to acquire knowledge and understanding of personal relationships which will enable them to form values and establish behaviour within a moral, spiritual and social framework
4. To foster in them the ability to accept and respect cultures, religions and opinions which differ from their own
5. To promote a sense of responsibility for their own well-being and that of their family and community

6. To prepare them for the opportunities, responsibilities and experiences of adult life.

## **OBJECTIVES**

1. Provide a framework for the teaching of PSHEE
2. Explore the value and meaning of life through relationships i.e. family, friends, School, local community, Church and wider community
3. Enable pupils to understand and value loving relationships, how they can sometimes break down and can also be reconciled
4. Establish self-respect and self-worth within each individual
5. Enable pupils to come to understand their bodies and how they change and grow throughout life
6. Encourage pupils to take care of their bodies and to take responsibility for themselves through exploring issues relating to maintaining a healthy lifestyle

We endeavour to achieve these aims and objectives by encouraging positive behaviour and by following the Key Stage guidance set out in the next section.

## **EYFS**

### **PSED in the Early Years Foundation Stage**

PSED in the Early Years Foundation Stage is encompassed in the Personal, Social & Emotional Development area of learning.

The requirements stated in the Practice Guidance for the Early Years Foundation Stage are as follows;

**Personal, social & emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

PSED is separated into the following strands;

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings.

In addition to these specific strands, PSED is linked to all the other areas of learning.

## **Key Stage 1**

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment.

They begin to learn about their own and the life of their School and its neighbourhood, other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and School community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their School and its neighbourhood.

## **Key Stage 2**

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in School and community activities.

As they begin to develop into young adults, they face the changes of puberty and transfer to secondary School with support and encouragement from their School. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

## **Bereavement and Loss**

Bereavement and loss are included in our PSHEE policy because:-

- loss is a natural part of life and is experienced in many ways from birth to death

- we should always recognise loss experienced by others, care about their loss and support them as much as possible
- we should create a Christian understanding of hope and celebration where all members are valued
- we should help children to cope with bereavement or loss by giving them strategies on which to draw in time of crisis.

### **Recognising Loss**

Loss and grief take on different forms, from the seemingly minor, such as the loss of a material possession to the death of a relative:

family death	death of pet
divorce	redundancy
separation	friends moving away
mother returning to work	parent absent from home

### **Procedures**

In the event of bereavement all staff will be informed immediately by means of the staffroom notice board and email communication so that they can take every opportunity to offer care and support. This will be on a ‘needs to know basis’ if something is confidential.

The child will be allowed time and space to grieve and staff will help him/her to understand that this is a natural process and not something to be ashamed of.

At times, discussions may be necessary in the classroom, either with or without the child concerned. The Class Teacher must try to help all the pupils to understand how best to deal with the situation.

Class Teachers should keep the Senior Teacher (Pastoral) informed as to how the child is coping with the loss.

The class teacher should also keep all members of staff who teach the pupil informed.

If a Class Teacher determines that a child needs more professional help to cope with the grieving process, the parent/guardian will be consulted. The Senior Teacher will seek guidance from medical bodies.

## **Sex Education**

At Our Lady of Sion we believe that parents have the primary responsibility and right to educate their children about all matters relating to education in sexuality. However, since an education in relationships and sexuality is one aspect of each child's holistic development, we have incorporated a sex education programme into our work on PSHEE.

### **The Sex Education Programme**

During the spring term, we hold a meeting for parents of Year 6 pupils, to inform them of the content of the Sex Education programme. They are shown the DVD their children will watch, followed by an opportunity to ask questions and discuss the content of the DVD. The discussion is led by Year 6 Class Teachers and the Senior Teacher (Pastoral).

Pupils are shown the same DVD by their Class Teachers at a later date (of which parents are informed). There is then a question and answer session in same-sex groups.

Pupils are made aware that they can talk to staff privately and in confidence about any worries, concerns or questions they may have.

## **SENIOR SCHOOL**

While a wide range of PSHEE topics are covered as part of the programme of study, valuable reinforcement and additional content is delivered in form time, school/chapel assemblies, and by guest speakers and theatre productions. The choice of topic may be dictated or influenced either by current affairs, current safeguarding issues or by initiatives from the pastoral team and may include such areas as anti-bullying, bereavement, keeping safe, online safety, well-being, recycling and other global issues, the power of the media, the British Parliamentary system or study skills. Resources are supplemented through membership with the PSHE association, The Day (media site) and a number of charitable organisations such as, Childnet and Barnardo's. In addition, various aspects of the PSHEE curriculum are covered in Geography, English, PE, Science, F&N. RS lessons and Year 9 Citizenship are particularly important in exploring radicalization (the Prevent duty).

We are committed to working with parents and carers. Effective PSHEE education is a collaboration between school and home. We encourage our students to discuss issues arising from lessons in the home environment, within their own family context. The joint aim of the School and parents is to help the children to become emotionally literate and more mature through open and non-judgmental discussion. We will provide support by offering material for parents and carers to explore with their children, which can be accessed by the parent portal on the Learning Platform. The school also offers information sessions during parents' evenings on issues such as staying safe on the internet and child sexual exploitation.

We are aware that respect for others, their beliefs and values is fundamental to the happiness of our community. We strive to ensure that education takes place in an atmosphere that is caring and protective, and where trust, confidentiality and respect underpin all relationships. We will communicate to parents about their right to withdraw children from any and every aspect of sex education as stated in legislation.

This policy supports the following policies:

- anti-bullying policy which also covers cyberbullying
- safeguarding policy
- drugs policy

The SRE policy is appended to this document.



## **AIMS**

- To enable pupils to acquire knowledge and understanding of personal relationships which will enable them to form values and establish behaviour within a moral, spiritual and social framework
- To foster in them the ability to accept and respect cultures, religions and opinions which differ from their own
- To promote a sense of responsibility for their own well-being and that of their family and community
- To prepare them for the opportunities, responsibilities and experiences of adult life, including financial responsibility.

## **OBJECTIVES**

- Provide a framework for the teaching of PSHEE
- Explore the value and meaning of life through relationships i.e. family, friends, School, local community, Church and wider community
- Enable pupils to understand and value loving relationships, how they can sometimes break down and can also be reconciled
- Establish self-respect and self-worth within each individual
- Enable pupils to come to understand their bodies and how they change and grow throughout life

- Encourage pupils to take care of their bodies and to take responsibility for themselves through exploring issues relating to maintaining a healthy lifestyle, including Sexual Health and FGM
- Allow pupils to question, challenge and make sense of the world around them so that they can make informed choices about their actions (Prevent Duty)
- Develop an attitude of understanding that we are all equal regardless of race, gender, culture or ability and demonstrate this in our daily lives.

We endeavour to achieve these aims and objectives by encouraging positive behaviour and by following the curriculum guidelines set out in the next section.

### **Curriculum Provision**

PSHEE and Citizenship takes the form of:

- Specific Curriculum time
- Teaching through other subjects/curriculum areas
- Through activities, form periods, School enrichment events and external speakers ( guidance on using speakers can be found in the safeguarding policy)

## KEY STAGE 3

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. The PSHEE Programme is taught through a ‘spiral programme’ for year 7 and 8 to ensure that the level of demand increases and the learning is progressively deepened. The main focus is citizenship in year 9. Key Stage 3 is timetabled for one period a week.

<b>Year 7</b>	<b>Year 8</b>
Establishing ground rules, transition, friendship and personal targets. Learning styles, study skills and teamwork. Work roles and aspirations. Economic understanding: The function of money and personal budgeting.	Careers and enterprise: Pathways, skills, roles and identities. Business understanding and enterprise skills. Consumer choices. Economic understanding: financial risk/rewards, choices, moral issues and ethical challenges.
Personal values Rights, responsibilities, diversity and bullying. Keeping safe online. Relationships: friends and families. Sex and relationships.	Diversity, prejudice and discrimination, racism. Relationships: Marriage and civil partnerships. Sex and relationships. Child sexual exploitation.
Healthy lifestyles: eating and exercise. Health, risk and peer influence: tobacco and alcohol. Personal identity and health: physical and emotional changes of puberty and personal hygiene.	First aid and life-saving skills Recognising and reducing risk. Healthy lifestyles and risk: alcohol and drugs (cannabis).
<b>Year 9</b>	
Students focus on Citizenship. They consider their place in the world, local democracy, national issues and global matters. They are also taken off timetable when specialist speakers visit the School to deliver topics relevant to them such as SRE, Drug Education, CSE, FGM and GBLT. They also have input on Careers Advice, particularly as they approach GCSE Options.	

## **KEY STAGE 4**

During Key Stage Four students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in School and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

At Key Stage Four, pupils are taught:

- To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- To have a sense of their own identity and present themselves confidently in a range of situations
- To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience.
- To recognise influences, pressure and sources of help and respond to them appropriately
- About the options open to them post-16, including employment and continuing education and training, and about their financial implications

- To use the careers facilities to help them choose their next steps, negotiate and plan their post -16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans

### **Developing a safer, healthy lifestyle**

At Key Stage Four, through RS, PE, Assemblies and form periods, pupils are taught and encouraged:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure from their peers and others
- To look at a wide range of possibilities for their future (careers)

They are reminded:

- About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, and different food choices
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques
- To seek professional advice confidently and seek information about health, as appropriate, in a timely way

Visiting speakers deliver sessions covering:

- The link between eating patterns and self-image, including eating disorders
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- CSE presentation 'Chelsea's Choice'.

### **Developing good relationships and respecting the differences between people (and see separate SRE Policy, attached)**

At Key Stage Four, pupils are taught:

- About the diversity of different ethnic groups and the power of prejudice, including reference to radicalisation and in the context of Prevent Duty
- To be aware of exploitation in relationships both directly and online

- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

Furthermore, during Key Stage Four, we ensure that pupils' knowledge, skills and understanding increases through **opportunities to:**

- Take responsibility for carrying out tasks and meeting deadlines
- Feel positive about themselves
- Participate in assemblies with a positive message
- Make real choices and decisions
- Meet and work with people from various backgrounds
- Develop relationships
- Consider social and moral dilemmas
- Find information and advice from a variety of agencies

# **Sex and Relationships Education (SRE) Policy**

## **Senior School**

### **Introduction**

Appropriate SRE is an important element in preparing our students to become responsible, healthy and well informed adults, and as potential parents. The policy will be available to parents through the parent portal of the learning platform.

### **The advantages of School based SRE**

School based SRE offers the following advantages:

- It provides a structured programme matched to the age and stage of development of students, helping them to avoid risks such as CSE and raising awareness of cultural issues such as FGM
- By providing accurate information it can combat ignorance and fear and clarify existing knowledge
- It can provide opportunities to explore feelings, emotions and attitudes in a safe, non-threatening situation
- It can facilitate open discussion about relationships and sexual matters and foster mutual understanding
- By providing opportunities to exchange ideas it can promote tolerance and understanding of others
- It can tackle sensitive issues in a sensitive manner and help to create a natural attitude towards sexuality
- It can develop skills needed to manage relationships

### **What is Sex and Relationships education? Within the School the aims of SRE are:**

- To provide accurate information and challenge misconceptions within the ethos of the School's Mission Statement
- To clarify values and attitudes whilst recognising external pressures and risks
- To promote informed decision-making and responsible behaviour including on social media and on the internet

- To develop an awareness of responsibility in respect of self and others
- To encourage sensitivity towards the feelings of others
- To acknowledge the spectrum of relationships and sexuality, fostering understanding and acceptance of each individual
- To develop the skills required to manage good relationships
- To recognise signs of abuse and exploitation and understand how to combat them

### **Who Will Teach Sex and Relationships Education?**

Specific aspects of SRE will be taught primarily by RE, PE, Science and Pastoral Staff. Those involved should feel willing to contribute to this sensitive subject, be confident about their own abilities and comfortable with the content. In addition, specialist presenters, such as sexual health services and external speakers will support the programme, in accordance with the guidelines set out in the safeguarding policy regarding external speakers.

### **What Will Be Taught and How?**

We will respect pupils' unique starting points by providing learning that recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. Teachers are careful to ensure that they do not set up polarising debates in SRE lessons. It is essential that lessons are sensitive to a range of views but must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality. The programme for SRE is constantly under review but will include developing relationships, LGBT, personal responsibility, sexually transmitted infections, contraception and family groups. It will also refer to, CSE, abortion and specific cultural practices such as FGM. Both the content and the teaching and learning styles used with PSHEE, RE, PE and Science need careful consideration.



In recognition of the School's Catholic foundation, explicit material such as condom demonstrations will not be included. The emphasis will be on developing responsible and caring relationships in line with the School's ethos.

### **Communication with Parents**

Parents are key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The School undertakes to keep parents closely informed about the Sex and Relationships Education their children will receive and seek the views of parents on this sensitive subject. Prior to each lesson, parents receive a letter (see Appendix A) informing them of the forthcoming SRE lesson and may exercise the right to withdraw their child. However it is hoped that all parents will accept the need for SRE since under the requirements of the National Curriculum the School has a statutory duty to deliver Sex and Relationships Education.

### **Monitoring and Evaluating Sex and Relationships Education**

If SRE is to be effective and of value, close monitoring of the programme is necessary. It will be the responsibility of the Deputy Head, Assistant Head Pastoral and Senior Teacher Pastoral (JS) to carefully monitor and review the programme annually to ensure the broad aims of the School's policy are being met.

**PSHEE Policy & SRE Policy**

Authorised by:

Chair of Governors

Date: