



ST PAUL'S ACADEMY

# **Sex and Relationship Policy**

**May 2015**

The Governing Body of St Paul's Academy adopted this policy on 8<sup>th</sup> July 2015.

The Catholic school is called to witness with joy and simplicity to the goodness of each and every person, especially the vulnerable and disadvantaged. The school is called to be a beacon and witness to God's gracious gift of mercy shown us by the actions and words of Jesus Christ who is the Way, the Truth and the Life. Christ is at the centre of the Catholic school.

To have a strong Catholic identity is not something mysterious or difficult. It is demonstrated in familiarity with daily prayer, symbols such as the crucifix, a chapel or place of prayer and relationships of respect and understanding.

It is these relationships of respect and understanding which underpin our Sex and Relationships policy.

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of Sex and Relationship education is to help and support young people through their physical, emotional and moral development. A successful programme firmly embedded in the curriculum will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

As a Catholic Academy sponsored by the Archdiocese of Southwark it is our responsibility to provide an education in sexuality which reflects the centrality of Christ and his love and contributes to growth in faith. However, we also need to be mindful of our unique status as a Catholic school which allocates a third of its places exclusively to the local community. We also need to reflect the cultural and ethnic diversity of our student population and be aware of the many different cultures which are represented in our community. With this in mind, we will offer a programme of activities which will inform and equip each student to make the best choices personally, morally and spiritually, with wisdom and compassion.

As recommended by the DfE the policy will have three main elements:

### **1. Attitudes and Values**

- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the importance of values, individual conscience, moral considerations and respect, love and care.

### **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively, whilst developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.

- Developing an appreciation of the consequences of choices made.
- Learning how to recognise and avoid exploitation and abuse.

### **3. Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.

Sex and Relationships education will be delivered through R.E and Science, the Inclusion Team, the School Nurse and external speakers.

## **Sex and Relationships in the R.E Curriculum**

### **In Key Stage 3 the following are addressed:**

- New beginnings
- Friendships
- Respect and empathy for others
- Relationships and moral decisions
- Conscience
- Making Choices
- Acting without prejudice

### **In Key Stage 4 the study of Christian Ethics allows students to:**

- Develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Topics which are addressed directly include:

- **The Right to Life**

#### **Abortion**

Views on when life begins

The status of the embryo/foetus  
Pro-life and pro-choice arguments  
Alternatives to abortion

- **Fertility Treatments**

Artificial insemination – by husband (AIH) or donor (DEI/AID)  
In vitro fertilisation (IVF)  
Surrogacy (as an alternative to standard fertility treatments)

- **Gene Therapy and Genetic Engineering**

Saviour siblings  
Somatic cell therapy  
Designer babies

- **Cloning**

Reproductive cloning  
Stem cell (therapeutic) cloning

- **Marriage and Sexual Relationships**

Nature and purpose of marriage  
Human sexuality and sexual relationships (all sexual orientations)  
Chastity and sexual relationships outside marriage, including adultery  
The legal age of consent for sexual intercourse  
Contraception

Within each topic, students will explore Christian views with focus on the Roman Catholic teachings on the sanctity and quality of life; what it means to be human and the importance of commitment and responsibility.

## Pure & Applied Science – Sex & Relationship Teaching & Learning

(Only those teachers who feel confident delivering this area of the curriculum will be asked to do so.)

Year Group	Topics taught as per NC/GCSE content	Additional areas address during Science lessons
7	<p>Cells 1:            Male &amp; Female Reproductive systems, sex cells.            Adolescence and Puberty – physical &amp; emotional changes            Menstruation            Sexual Intercourse and Fertilisation            Foetal development</p>	
8	<p>Cells 2:            Microbes and diseases – transmission of some diseases.</p>	<p>Further develop teaching and learning of STI's.            Method to prevent transmission – condoms or abstinence.            GSH – raise awareness of clinics and their confidential services. School nurse to visit Science lessons – and highlight her services.</p>
9 (Double Science & Triple Science – post exams)	<p>B1a:            Healthy Lifestyle – fighting disease            Menstrual Cycle &amp; Hormones            Controlling Fertility (IVF &amp; The Pill)            Recreational Drugs – influence of alcohol</p> <p>B1b:            Cloning            Genetic Engineering</p>	<p>Contraception – all methods discussed            Abortion – legality/facts            Artificial insemination            Possible actions and consequences for those people under the influence (adjustment of inhibitions, peer pressure, drink 'spiking').</p> <p>Surrogacy            Saviour siblings            Somatic Cell Therapy            Designer Babies</p>
10 (Double Science)	<p>B1a:            Healthy Lifestyle – fighting disease            Menstrual Cycle &amp; Hormones            Controlling Fertility (IVF &amp; The Pill)            Recreational Drugs – influence of alcohol</p>	<p>Sex &amp; Relationship Workshops</p>

11 (Double Science & Triple Science)	B2b: Mitosis & Meiosis – making the sex cells Inheritance of Sex Inheritance of Genetic Disorders Stem Cells – embryonic & adult	
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There is a clear overlap in the topics covered in the Science and the RE curriculum, but the approach and delivery will be different. Revisiting such important topics can only be beneficial for students.

## **The Role of the Inclusion Team**

The Inclusion Team has a pivotal role in the delivery of Sex and Relationships education and they will utilise outside agencies in order to give the best possible service to our students.

The Inclusion Team works closely with outside agencies in order to target specific issues; it is envisaged that in collaboration with the Science department, Sexual Health and Relationships day will be organised for Year 10 in the summer term. This will include a range of workshops addressing both sexual and emotional issues. A vital role of the Inclusion Team and the School Nurse is signposting, i.e referring young people to the relevant support agencies and other health professionals.

School Nurses will work with young people, both individually and in small and large groups.

School Nurses hold an additional public health qualification and her role is to co-ordinate and deliver public health interventions for school-age children. They are clinically skilled in providing holistic, individualised and population health assessments and are in the unique position within the education setting to support young people. School Nurses work in partnership with other professionals including school leaders and teachers to support young people to become health decision makers in lifestyle choices, particularly in relation to physical activity and healthy eating, emotional wellbeing, smoking, sexual health and substance misuse. School Nurses are particularly aware of vulnerable young people.

There will be occasions when assembly and tutor time will be used for Sex and Relationships Education input. At other times, a specific group may be selected for an activity and when appropriate, boys and girls will be spoken to separately.

The Academy is aware that it is particularly important that the needs of vulnerable groups are addressed and this will be the responsibility of the Inclusion Learning Zone.

The policy will be reviewed in summer 2018.