

## **North Yorkshire Guidance on developing a Sex and Relationships Education Policy for your school**

The purpose of this document is to enable your school to develop and agree an effective Sex and Relationships Education (SRE) policy through wide consultation with the whole school community. This document incorporates an outline of a policy that a school can adapt. A school needs to consider the wording of the policy and the issues within the boxes, together with the information in bold, to ensure the final policy reflects the needs, ethos and responses of the school.

**The following documents and organisations may be helpful when developing a policy and curriculum:**

Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000

[www.education.gov.uk/publications](http://www.education.gov.uk/publications)

Sex Education Forum has a range of resources and fact sheets to support SRE

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

Are you getting it right? A toolkit for consulting young people on sex and relationships education. Anna Marinez and Lesley de Meza. Sex Education Forum ([www.ncb.org.uk/sef](http://www.ncb.org.uk/sef))

[www.yorsexualhealth.org.uk](http://www.yorsexualhealth.org.uk) Details of local sexual health services in North Yorkshire, including opening times and locations

Stonewall provides information and resources to support Lesbian, Gay and Bisexual issues

[www.stonewall.org.uk](http://www.stonewall.org.uk)

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship available from nyAssist Fronter in the Health and Wellbeing room

<https://fronter.com/northyorks/>

Promoting Personal, Social, Health Education and Citizenship in Primary Schools. North Yorkshire Guidance to support planning and assessing available from nyAssist Fronter in the Health and Wellbeing room <https://fronter.com/northyorks/>

North Yorkshire Equality and Diversity Guidance to support the issue of homophobic bullying and language and the needs of lesbian, gay and bi-sexual young people in schools available from nyAssist Fronter <https://fronter.com/northyorks/>

Faith, Values and Sex and Relationships Education (2002) Simon Blake and Zarine Katrak. National Children's Bureau, Sex Education Forum, PSHE & Citizenship Spotlight Series

### **Consultation**

It is good practice to consult with the whole school community when developing or reviewing the school's SRE policy. The following are prompts to support this process:

- How are pupils, parents/carers and governors going to be consulted and involved in the development / review of the SRE policy?
- Are all staff aware of the policy- has it been discussed at a whole staff meeting?
- How will the policy be disseminated to the whole school community?
- How will the policy be shared with external providers to ensure their contribution adds value to the SRE curriculum?

For further information please contact: Clare Barrowman Education Development Advisor Well-Being (Risk Taking and Vulnerable Learners). Quality and Improvement Service 01609 536808 or via email at [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk)

Updated November 2011

## Statutory requirements relating to sex and relationships

The most up-to-date legislation relating to SRE is contained within the Education Act (1996) and the Learning and Skills Act (2000).

- The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.
- The broader topic of sex and relationships education (SRE) is currently not statutory but is contained within non statutory PSHEe guidance within the National Curriculum, and is strongly recommended within Government SRE Guidance (2000). School governors are in law expected to give 'due regard' to this guidance.
- Both primary and secondary schools are legally obliged to have an up-to-date SRE policy that defines SRE and describes the content and organisation of SRE taught outside the Science Curriculum. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should also be documented in the policy. The policy needs to state how SRE is monitored and evaluated. This is the school governors' responsibility.
- It is the responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children (until the age of 19) from any school SRE taught outside the Science Curriculum.
- Schools have a legal duty to ensure the well-being of their pupils and SRE contributes to this duty.

Further information on the statutory requirements can be found from:

1. Sex and Relationships Education Factsheet from the Family Planning Association at [www.fpa.org.uk/professionals/factsheets/sre](http://www.fpa.org.uk/professionals/factsheets/sre)
2. Sex Education Forum Factsheets: Current Status of Sex and Relationships Education June 2010 and Understanding Sex and Relationships Education- a Sex Education Forum briefing both available at [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

### Catholic Schools

This policy can be adapted for use in a Catholic school supported by the information provided by the Diocese of Middlesbrough in Appendix 1

**Xxxxxxxx School**  
**Policy for Sex and Relationships Education (SRE)**

Document Status			
<b>Date of Next Review</b>		<b>Responsibility</b>	<i>.....Committee</i>
<b>Success Criteria for review completion</b>		<b>Responsibility</b>	<i>(Chair)</i>
<b>Date of Policy Creation</b>	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Chair of ...</i>
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed</b>	
<b>Method of Communication (e.g. Website, Notice board, etc)</b>			

This policy could link to: **(for example please list the relevant ones in school)**

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- PSHCE policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science
- Single Equality Scheme

**The schools Values/ Ethos**

The whole school ethos and values will support a safe learning environment for SRE. The SRE will reflect the values of the school.

**Input your school values (some examples)**

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

**Definition and objectives for SRE (this can be altered to ensure it meets the needs of the school)**

The objective of SRE is life long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

### **Objectives (these need to be altered to ensure it meets the needs of the school)**

SRE involves some key elements:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality, emotions and sexual health

### **Delivery of SRE and the Curriculum**

A successful SRE programme should be firmly embedded within the school's framework for PSHCE and the National Curriculum for Science.

- State how the SRE curriculum is delivered e.g. through Science, PSHE lessons, cross-curricular etc
- Explain who delivers the SRE programme and how their training requirements are met
- State the content of the SRE curriculum with clear learning outcomes (or where this can be found)\*
- Explain the range of resources and teaching methods used
- State how effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation)

\* See appendix two for the Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework.

Research indicates the following aspects ensure the delivery of good quality SRE (key sources are the Sex Education Forum and Family Planning Association):

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate SRE which starts in primary school
- Pupils involved in identifying their needs for their SRE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive SRE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16
- Good quality SRE has a protective function as young people who rated their SRE as good were more likely to choose to have first sex later, and are more likely to use condoms and contraception if they do have sex
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues
- Stand alone days and special weeks may not provide the best platform for rigorous learning. Ofsted Personal Social Health and Economic education on schools July 2010 stated that "Schools that taught PSHE solely across the curriculum, through religious education or other subjects, 'suspended timetable' days or tutor groups usually allocated too little time to teaching PSHE education discretely. The result tended to be fragmented learning, too much variation in the quality of teaching, and a lack of clear learning objectives, outcomes and assessment".

## **Assessing, monitoring, evaluating and reviewing SRE**

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of SRE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHCE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

## **Child Protection and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

## **Roles and Responsibilities**

### **The PSHCE Co-ordinator**

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work

- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform SRE provision
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Liaise with the PSHCE Co-ordinator
- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

### **The Governing Body**

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

### **Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

### **The Parental Right to withdraw their child from SRE lessons**

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. **(This could be altered to ensure it meets the needs of the school) *Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHCE Co-ordinator who will explore their concerns.*** If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix three) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a Criminal Records Bureau check.

### **Additional guidance to inform a school's SRE policy**

#### **Diversity**

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and

beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for SRE.

### **Lesbian, Gay and Bisexual (LGB)**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Provide pupils with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners ensure reference and resources are used that relate to LGB people.

### **14-16 year olds attending Further Education (FE) settings for part of their education**

Parents have a right of withdrawal from non-statutory SRE delivered in school. The college should communicate details of any SRE to be delivered to 14-16s. Equipped with these details of provision, the school should inform parents of any non-statutory SRE that is included in the college programme. If young learners are attending college while SRE / PSHE are being delivered at school it is important that provision is made to ensure they are achieving their entitlement to SRE.

Schools should note that they retain the prime duty of care for their pupils. Legally, FE Colleges must provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. These details should include information about the range of student support services available in the college. In obtaining parental consent schools need to provide information that includes details of on-site health and welfare services

### **On-site sexual health services in Secondary Schools**

Teenage Pregnancy rates in England are among the highest in Western Europe and the number of sexually transmitted infections is increasing. Survey data suggests that a third of young people have had sex by the time they are 16. However, they are also the group least likely to access contraceptive and sexual health advice, putting them at high risk of experiencing an unplanned pregnancy and/or contracting a sexually transmitted infection (STI).

Schools with on-site services report that pupils benefit from being able to have early access to one to one support which many of them are not accessing from other community services. If a young person has had unprotected sex, it is vital that they have access to this early advice. Schools also report benefits for teachers who feel that the service helps to address pupils' pastoral and health needs which, in their teaching capacity, they are not fully able to meet. This in turn can contribute to pupils' attendance and learning.

Easy access to young-people friendly contraceptive services has been identified as key factors in areas with declining teenage conception rates. School based services locate health advice closer to the point of need and ensure that young people can easily access services they may not be able to access in traditional clinical settings. Locating services in schools improves access because the time and place fits in with young people's everyday lives.

Secondary schools can access further guidance on setting up on-site sexual health services from nyAssist Fronter in the Inclusion room under Risk-Taking Guidance <https://fronter.com/northyorks/>

If the school does provide some on-site sexual health services the SRE policy needs to state:

- What services are being provided and by whom
- When the service runs and where it can be accessed
- Who can access the service
- How parents/carers will be informed about the service
- Who parents/carers should talk to if they have concerns about the sexual health services being provided

Appendix 1

Sex and Relationships Policy for Catholic Schools

Document Status			
Date of Next Review		Responsibility	.....Committee
Success Criteria for review completion		Responsibility	(Chair)
Date of Policy Creation	Adapted school written model	Responsibility	Chair of ...
Date of Policy Adoption by Governing Body		Signed	
Method of Communication (e.g. Website, Notice board, etc)			

**\*\*This policy is modelled on VA Catholic School and needs to be amended to meet each individual schools requirements for it's Sex Education Policies\*\***

..... School is a Voluntary Aided School serving the area from ..... to

..... Through an holistic approach to education, and in a caring environment, it encourages the development of each pupil's full potential within the framework of the teaching of the Gospel and the Church.

This Policy is formulated within the guidelines provided by the Diocese of Middlesbrough and in accordance with the framework provided in the following:

"The Religious Dimension of Education in a Catholic School"

"Educational Guidance on Human Love"

"The Role of the Christian Family in the Modern World" ("Familiaris Consortio")

Sex and Relationship DCFS guidance 0116/2000

**Roles and Responsibilities**

The Governing Body emphasise that sex education is primarily the right and duty of parents (F.C.37). In support of this parental duty and in fulfilling its legal obligation, the Governing Body requires that the School should incorporate in its general curriculum appropriate teaching on matters of human love.

**PSHEE Subject Leader**

The school has a subject leader who coordinates all aspects of the subject including SRE. In respect of SRE, with guidance from the Assistant Head for Learning Support, responsibilities are to:

- Ensure that all staff are confident in the skills to teach SRE issues;
- Consider the needs of all pupils and address some specific issues which these needs might

require;

- Consult with parents and pupils to inform SRE provision;
- Access appropriate training;
- Monitor and advise on organization, planning and resources across the school;
- Ensure that procedures for assessment monitoring and evaluation are in place;
- Liaise with the named governor for SRE;

### **The Headteacher**

In respect of SRE, the Headteacher's responsibilities are:

- To ensure that the Catholic values of the school are reflected in the delivery of SRE;
- To liaise with the PSHEE subject leader and Assistant Head for Learning Support;
- To keep the governing body fully informed of issues and progress in SRE;
- To act upon any concerns which may arise from pupil disclosure during SRE lessons.

### **The Governing Body**

The Governing Body in co-operation with the Headteacher has the responsibility:

- To ensure that the Catholic values of the school are reflected in the delivery of SRE;
- To ensure the involvement of the diocese, parents, children and young people along with health and other professionals in addressing the SRE needs of the school community;
- To ensure that monitoring and evaluation procedures are in place and the findings communicated to Governors.

### **Parental Rights**

Parents have the right to opt out of sex education when it is not part of the National Curriculum.

### **Delivery**

Being integrated into the whole-school curriculum, sex education will not appear as a discrete subject. However, specific lessons in particular areas of the whole curriculum will be devoted to specific aspects of sex and relationships education. These curriculum areas will be: R.E., P.S.H.E.E., and Biology.

In whatever subject it arises, the school's moral teaching on sexual behaviour and ethics will give full weight to the teaching of the Church, accounting for the loving relationship of marriage as one open to the creation of new life.

All teachers, however, should be aware of the wider culture in which our young people are developing - one which, at a number of points, conflicts with a Catholic understanding of life. It is essential that these points of conflict be recognised and that consideration be given to them.

In giving special attention to the challenges that human culture poses for faith, the school will strive to help pupils make mature and informed moral decisions. Equally, the aim of such consideration is to enable pupils to attain maturity in their synthesis of faith and culture and to reflect this in their attitude to life and sexuality.

Wherever questions of sexual morality arise, teachers will answer questions as honestly and openly as they can. Particular care must be taken, especially in the case of younger pupils, to ensure that answers are clear and straightforward, giving rise neither to confusion nor anxiety. All pupils will be encouraged to discuss issues as fully as they can with their parents.

### **External Agencies**

Whilst the SRE programme will be delivered by teachers from within the school, there are times when an external contributor (e.g. school nurse) can add value and bring to the classroom specific skills and knowledge that teachers may not have. Where this is the case, the PSHEE subject leader and Assistant Head will ensure that the contributor has a full knowledge of Catholic teaching, values and attitudes, alongside the specific SRE knowledge and skills.

## Child Protection and Confidentiality

The school has a duty with regard to safeguarding and child protection. Whilst children and young people have the same rights to confidentiality as adults, staff will report to the designated child protection officer any disclosure or information which raise concerns that a child may be at risk of significant harm. The designated child protection officer will then take appropriate action in line with the "North Yorkshire Safeguarding Children Board" guidance and procedures.

### Content

*In the implementation of this policy, the aim is that with a knowledge and understanding of Catholic principles and beliefs, pupils will be enabled to acquire appropriate knowledge and to make informed decisions, to issues included under the following headings*

- *Nature of sexuality;*
- *The role of sexual relationship within marriage*
- *children as gifts from God - the product of a loving relationship, rather than a mistake;*
- *knowledge of and respect for our own bodies, and sensitivity towards others*
- *the Church's teaching on human sexuality*
- *contraception, responsible parenthood and family planning;*
- *promiscuity - dangers involved in S.T.D.'s; increase in the number of cervical cancers; lowering of personal values; 'Safe Sex' .Male and Female reproductive organs*
- *conception and development of the embryo/foetus*
- *birth of a baby*
- *breast feeding, nurturing*
- *the "fathering" and "mothering" of children"*
- *rights of children, born and unborn; abortion and child abuse*
- *violence towards women*
- *the need of children for caring, stable family life;*
- *rights and responsibilities of parents regarding their children*
- *Marriage as a Sacrament - fidelity, loyalty, faithfulness fulfilled in marriage*
- *celibacy as a life choice.*

### Learning Outcomes

Guided by the programme "All That I Am", pupils will:

- Understand the nature of relationships
- Reflect on the ways that relationships are sustained
- Learn facts about sex and reproduction
- Recognize the importance of marriage for family life and loving stable relationships
- Recognize personal attributes and values
- Learn to use negotiation skills within relationships
- Know how and where to access the support they may need
- Develop skills to deal with the media portrayal of sexual activity - amongst young people and in the adult world in general;
- Develop skills to deal with peer group pressures;
- Understand how sexual activity can fulfill different levels of gratification;
- Understand H.I.V. - the facts and reflection of continued research findings;
- Develop appropriate attitudes to AIDS sufferers;
- Develop personal strategies to cope with the challenges of contemporary culture.

### Assessment and Monitoring:

The learning outcomes are assessed through PSHEE, Science and R.E. Assessments.

PSHEE assesses termly and reports annually.  
Assessments in Science and R.E. are identified in the Medium Term Planning.

### **Evaluating the effectiveness of the programme:**

The effectiveness of the programme is monitored through the "Health Related Behaviour Questionnaire", parental consultation, and annual review of the subject areas responsible for the delivery of the programme.

*Reference is made to extracts from:*

*"The Role of the Christian Family in the Modern World" p.1  
Apostolic Exhortation - John Paul II 1981*

*"The Religious Dimension of Education In A Catholic School" pp. 2 - 4  
Congregation For Catholic Education 1988*

*"Educational Guidance On Human Love" pp. 5 - 6  
Congregation for Catholic Education 1983*

*All that I Am at <http://all-that-i-am.co.uk>*

## Appendix 2 - Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework

### Key Stage 1 – Sex and Relationships Education in the Curriculum

#### Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That animals, including humans, move, feed, grow, use their senses and reproduce

Humans and other animals

To recognize and compare the main external parts of the bodies of humans and other animals

That humans and other animals can produce offspring and that these offspring grow into adults

#### PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing a healthy, safer lifestyle

About the process of growing from young to old and how people's needs change

The names of the main parts of the body

Rules for, and ways of, keeping safe...and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

To recognise how their behaviour affects other people

To listen to other people, and play and work cooperatively

To identify and respect the differences and similarities between people

That families and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

### Key Stage 2 – Sex and Relationships Education in the Curriculum

#### Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That the life processes common to humans and other animals include nutrition, movement, growth and reproduction

Humans and other animals

About the main stages of the human lifecycle

#### PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing confidence and responsibility and making the most of their abilities

To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

About how the body changes as they approach puberty

To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

To recognise and challenge stereotypes

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Where individuals, families and groups can get help and support

**Key Stage 3 – Sex and Relationships Education in the Curriculum  
Science: Statutory Programme of study: (QCA 2007)**

Range and content should include:  
Organisms, behaviour and health

The human reproductive cycle includes adolescence, fertilisation and foetal development

Conception, growth, development, behaviour and health can be affected by diet, drugs and disease

The curriculum should provide opportunities for pupils to:

Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health

Explanatory notes:

**Sexual health:** includes issues related to contraception, pregnancy and disease

**Diet, drugs and disease:** This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.

**PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)**

Range and content that teachers should draw on when teaching the key concepts and processes include:

examples of diverse values encountered in society and the clarification of personal values

physical and emotional change and puberty

sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities

the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships

the nature and importance of marriage and of stable relationships for family life and bringing up children

the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

**Key Stage 4 – Sex and Relationships Education in the Curriculum  
Science: Statutory Programme of study: (QCA 2007)**

Pupils should be taught:  
Organisms and health

Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments

**PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)**

Range and content that teachers should draw on when teaching the key concepts and processes include:

the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them

how the media portrays young people, body image and health issues

the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities

where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid

characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis

parenting skills and qualities and their central importance to family life

the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

**Appendix three**

**Partners in Education  
Support Agreement Form**

**Please read this document fully before completing any section.**

Uncoloured areas require a school response and shaded areas a response from the provider of services. Dark grey boxes contain words that may be helpful in describing intended outcomes.

School:  Address:   P/code:  Contact person:  Post held:  Tel:  e-mail:	Agency:  Address:   P/code:  Contact person:  Post held:  Tel:  e-mail:
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Details of input:	Numbers	Date(s)	Time(s)	Location e.g. Hall, classroom
Tick target group				
Pupils/students [ ]				
Age-range.....				
Key Stage.....				
Males, females or mixed group? (circle one) M F Mix				
Teachers [ ]				
Governors [ ]				
Non-teaching staff [ ]				
Parents [ ]				
Other (specify) [ ]				

Visitors should be made aware of fire safety procedures, have access to a telephone for emergencies and know where to obtain emergency aid assistance.

<b>Learning environment details: (Have regard to health &amp; safety issues)</b>		<i>Lecture style</i> <i>Theatre style</i> <i>Formal seating</i> <i>Circle</i> <i>No seating</i> <i>Hall</i> <i>Classroom</i> <i>Outdoor Space</i> <i>Sports Hall</i> <i>Power points</i> <i>Extension cable</i> <i>Screen</i> <i>Tables</i> <i>OHP</i>  <i>Water</i> <i>TV</i> <i>Video (VHS)</i> <i>Computer</i> <i>PowerPoint</i>
<b>Space required/available: (state preference for floor level if bringing equipment)</b>		
<b>Layout:</b>		
<b>Equipment needed:</b>	<b>Provided by: (tick) School Visitor</b>	
• .....	<input type="checkbox"/> <input type="checkbox"/>	
• .....	<input type="checkbox"/> <input type="checkbox"/>	
• .....	<input type="checkbox"/> <input type="checkbox"/>	

<b>Intended learning outcomes:</b> (Consider the information that may be gained, any skills that will be acquired or rehearsed, attitudes and values that may be explored or anticipated behaviour change. In other words, what will participants learn, feel or be able to do at the end session compared to before?)	<i>Know</i> <i>Understand</i> <i>Clarify</i> <i>Describe</i> <i>Explain</i> <i>Identify</i> <i>Appreciate</i> <i>Demonstrate</i> <i>Explore</i> <i>Discuss</i> <i>Feel</i> <i>Show</i>
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<b>How will the learning outcomes be achieved? What methods will be used?</b>	<i>Group work</i> <i>Role-play</i> <i>Case Studies</i> <i>Survey</i> <i>Debate</i> <i>Peer led</i> <i>Participatory</i> <i>Drama</i> <i>Writing</i> <i>Problem solving</i> <i>Games</i> <i>Simulation</i> <i>Thought showering</i> <i>Mind Maps</i> <i>Discussion</i>
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<b>Which people need to be informed about this activity?</b>	<i>Governors Teacher Non-Teaching Staff Parents Other pupils/students Caretaking staff Catering Staff LA Other agencies Neighbours Community</i>
<b>Who is responsible for dealing with this and by when?</b>	
<b>Is a risk assessment needed? – e.g. for blindfold trust games etc?</b>	

<b>Special and sensitive issues</b> Are there any special needs or sensitive to be aware of? If so what? (Do not name Individuals).	<i>Gender  Capabilities – Hearing, sight, speech, Co-ordination, mobility Etc.  Cultural, ethnic Background  Religion</i>
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How have the following been addressed?	Comments/action	
		<i>Context</i>
Context of the input in relation to ongoing work:		<i>Policies</i>
Understanding the application of school policies		<i>LA Guidelines</i>
Risk Assessment (if needed)		<i>Resources</i>
Application of national/local guidance		<i>Confidentiality</i>
Appropriateness of materials/resources:		<i>Behaviour &amp; discipline</i>
Level of confidentiality:		<i>Roles</i>
Ground rules/ boundaries for working:		<i>Risk Assessment</i>
Responsibility for behaviour management		<i>Responsibilities</i>
The role of the teacher:		<i>Evaluation</i>

(Note: national & local guidance states that the teacher should always be present)		<i>Follow Up</i>
Evaluation – responsibility for and feedback		
Follow-up work:		

Contingency arrangements in the event of late alteration of plans :

  
  

Payment arrangements (if appropriate) :  
(Continue overleaf if necessary)

Signed by school representative:  
Date:.....

Signed by visitor:  
Date:.....

N.B. When complete a copy of this document to be held by both parties.