

SEX AND RELATIONSHIP EDUCATION POLICY

INTRODUCTION

In this document, sex education 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. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.*

Sex and relationship education is part of the Science and Personal, Social, Health and Economic Education curricula in our school. Whilst sex education is used partly to inform boys about sexual issues, the context is matters of morality and individual responsibility, and boys are encouraged to ask and explore moral questions. Sex education is not used as a means of promoting any particular form of sexual orientation.

AIMS AND OBJECTIVES

Boys are taught about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- respect for other people and their views;

CONTEXT

We teach sex education in the context of the school's Mission Statement and Code of Conduct. The ethos of CCCS is Christian. While sex education here will result in boys gaining information about sexual behaviour, learning is informed by awareness of the morality and values which underpin all our work in school. In particular, sex education is taught in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- boys should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

ORGANISATION

Sex education is taught through different aspects of the curriculum. Whilst the main sex education teaching is carried out in our Personal, Social, Health and Economic Education (PSHE) curriculum, other subject areas are involved (for example, Science), where we feel that they contribute significantly to a boy's knowledge and understanding of his own body, and how it is changing and developing.

In PSHE we teach boys about: relationships, and encourage discussion of these issues; the parts of the body and how these work; and the changes that accompany puberty.

In Science lessons at the various Key Stages, teachers inform boys about puberty and how a baby is born. In Key Stage 1 we teach our boys about how animals, including humans, move, feed, grow and reproduce, and about the main parts of the body. Boys learn to appreciate the differences between people and how to show respect for each other. Key Stage 2 addresses life processes and the main stages of the human life cycle in greater depth, and Key Stage 3 both broadens knowledge and introduces a more sophisticated perspective.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Suitable teaching materials from a wide range of approved sources are used with boys in these lessons. Teachers do their best to answer all questions with sensitivity and care. Included are the basic biology of reproduction and development of the foetus. Simple information is given about contraception, sexual diseases and the context of caring relationships.

Parents and guardians of children in Years 6-8 are informed of what the issues are and how they are taught, and are welcome to seek more information from the Head of Science/PSHE and to see the materials the school uses in its teaching.

THE ROLE OF PARENTS

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise about this policy or the arrangements for sex education in the school;

As outlined in the DFE guidance Relationships and sex education (RSE) and health education updated 9 July 2020 we will consult parents in developing and reviewing this policy.

Parents have the right to withdraw their child from all or part of our sex education programme apart from those elements, which are part of the science curriculum. If parents wish to exercise this right, they should discuss this with the Headmaster and make it clear in which aspects of the programme their child is not to participate. The school always complies with the wishes of parents in this regard.

CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a boy makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection (see Safeguarding Section B). Teachers will respond in a similar way if a boy indicates that he may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency and draw any concerns to the attention of a DSL who will then deal with the matter in consultation with health care professionals

MONITORING AND REVIEW

The SMT, in close liaison with the Heads of Science and PSHE, and any other appropriate teachers involved with the implementation of the policy, reviews the Sex Education Policy on an annual basis. If the policy is felt to require significant modification the Headmaster will bring such changes to the attention of the Board of Governors. Serious consideration is given to any comments from parents and boys about the sex education programme.

LINKS TO THE PASTORAL SYSTEM

Pupils are made aware of how they may seek support from staff if they have any worries or problems at school. Successes and achievements are celebrated in assemblies each week. Form tutors take on a pastoral role, but in addition there two resident House Staff and two Matrons. The school has a clear code of conduct and an anti-bullying policy of which pupils are aware. The school ethos is that boys are encouraged to share problems and concerns and seek help from a member of staff.

CONFIDENTIALITY AND CHILD PROTECTION

If a pupil discloses to a member of staff something which is of a serious concern or a possible child protection issue they will follow the guidance to staff in the school's policy for safeguarding.

Reviewed by SMT 11 June 2021