

Bishop Vaughan Catholic School

Sex and Relationships Education
Policy

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NATURE AND CONTEXT OF SEX EDUCATION

Sexuality is a fundamental component of human personality, one of its essential modes of being, an expression and way of living human love. Therefore it is an integral part of the development of the human personality and should be part of the educative process. (*EDUCATIONAL GUIDANCE IN HUMAN LOVE, SACRED CONGREGATION FOR CATHOLIC EDUCATION, 1983*).

The Governors of Bishop Vaughan School are convinced that Catholic education has an important role to play in the provision of a positive and appropriate sex education.

A fundamental objective of this education is an adequate knowledge and understanding of the nature and importance of sexuality and of its place in the harmonious and integral development of the person towards that psychological and spiritual maturity to which all believers are called.

The task of positive sex education is directed not only towards helping young people on the way to psychological and spiritual maturity, but also and most urgently to protecting them from the dangers of ignorance and widespread degradation. Faced with a culture which largely reduces human sexuality to the level of something commonplace, since it interprets and lives it in a reductive and impoverished way by linking it solely with the body and with selfish pleasure, education, whether by parents or by teachers, must aim at an authentic appreciation of personal relationships and of the role of sex in the formation and celebration of such relationships.

To achieve such aims it is necessary, in our view, for the school to provide a developmental programme of education in personal relationships, based on a Christian understanding of the significance of human sexuality, with clearly formulated and stated educational objectives, which is offered at key stages of the pupils' life at school.

The school, in consultation with Governors and parents, should ensure that a "whole person" and a "whole school" approach is adopted in this matter. Gradual and positive sex education cannot be reduced to simply the giving of biological fact. Also, attitudes are formed and values truly appreciated by the total experience of life in school, through both the formal and the "hidden" curriculum. These attitudes and values develop as a result of relationships between pupils and their peers and pupils and staff. It should be clear to all that this is a responsibility shared by the whole staff (although the actual development and co-ordination of the programme is given to one member of staff), with the whole range of the curriculum contributing to the formation of right attitudes and Christian values.

SOME EDUCATIONAL CONSIDERATIONS

The Sex and Relationship programme has been developed using guidance from the Catholic Education Service and enables pupils to reach the relevant learning

outcomes set out in the PSE framework. SRE also takes into account the relevant statements within the National Curriculum order for Science (See Appendix A).

SRE is provided through the RE, PSE and Science curriculum with support from external visitors.

The school's provision is tailored to the age and physical maturity of the pupils and this is reflected in the schemes of work. Teachers are responsible for tailoring provision further as necessary with their class. SRE is usually delivered to mixed sex groups, though occasionally pupils may be taught in single sex groups.

As with all aspects of their child's learning, parents are encouraged to discuss sex and relationships with their child, particularly following provision at school.

Parents are welcome to view the PSE and Science schemes of work and any relevant classroom materials used to deliver them. Parents retain the right to remove their child from the SRE aspect of PSE.

The school operates a Child Protection and Confidentiality policy that should be read in conjunction with this policy.

GENERAL AIMS

It is often assumed that Education in Personal Relationships is simply a euphemistic way of describing "Sex Education". Young people's worries and questions are often about sex, but EPR should be concerned with the whole field of personal relationships. In our world there are many problems in personal relationships, and anything that can be done for young people to help them develop stable relationships must be considered educationally worthwhile. It is most important to be aware of this positive perspective of our task.

Among the more important aims of EPR are the following:

1. To inform the young person about himself/herself and his/her process of growing up.
2. To help the young person to form and develop stable relationships with others and to be able to accept other people as they are.
3. To help the young person towards an understanding of his/her sexuality.
4. To begin to help the young person to lay the foundations for marriage and family life.
5. To contribute to, and to reinforce what is essentially a family responsibility, that is, to bring children to a knowledge of and respect for human sexuality and its role in home and family life.

6. To act as counsellor and guide to those in need, recognising those who might require professional guidance and creating a climate of confidence and trust.

Copies of this policy are available on our website, in policy folders on the school network and can be made available on request.

Date: October 2016

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