

# St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY  
Service Compassion Justice Perseverance



## **RELATIONSHIPS AND SEX EDUCATION AND WELLBEING POLICY (awaiting review)**

APPROVED: March 2018  
DATE TO BE REVIEWED: summer 2022

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At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

### Our vision

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

### Our Mission

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech'

**Titus 2: 7-8**

### St Martin's School Prayer

Dear God

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

*Inspired by St Martin's Original School Prayer*

We nurture. We develop. We educate. We are St Martin's.

The government is proposing the introduction of the new subject of 'relationships education' in

primary school and renaming the secondary school subject 'relationships and sex education', to emphasise the central importance of healthy relationships. The focus in primary school will be on building healthy relationships and staying safe. As children get older, it is important that they start to develop their understanding of healthy adult relationships in more depth, with sex education delivered in that context. It is expected that students will be taught this new curriculum in schools as soon as September 2019.

This policy will be reviewed and updated ready for 2019 to reflect the The government's tabled amendments (on 1 March 2017) to the Children and Social Work Bill which will make it a requirement that all secondary schools in England teach relationships and sex education (RSE).

## **SEX AND RELATIONSHIPS EDUCATION**

1. We recognise the importance of Relationships and Sex Education as an essential part of the physical, moral and emotional development of our students. As such it provides a central element in our Wellbeing curriculum.
- 1.1. Students will be given an understanding of the importance of marriage for family life, the importance of stable and loving relationships based on the principles of respect, love and care. Education regarding sexual activity, sexuality and sexual health will also be provided.
- 1.2. Sex and Relationships Education will be delivered as part of the Wellbeing Curriculum in Key Stage 3 and in Key Stage 4. There will also be elements that will be delivered through specialist activity days as well as through cross-curricular themes and delivery within the science and religious education departments.
- 1.3. The aim in whatever form of delivery is to present facts in an objective, balanced and sensitive manner.
- 1.4. Parents/Carers will be informed when education in Sex and Relationships will take place and they have the right under the Education Act 1996 to exempt their children from those elements not required by National Curriculum Science Order.

## **2. SEX AND RELATIONSHIPS EDUCATION IN PRACTICE**

- 2.1. Introduction
- 2.1.1 Sex and Relationships Education (SRE) is defined by the DfE 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." (DfE Guidance 0116/2000, page 5). Although this definition is not accepted by all SRE practitioners, it forms a useful guide.
- 2.1.2 In Key Stage 3 and 4, SRE is delivered as part of the Wellbeing programme with days off timetable for visiting organisations such as Brooke Clinic. There is also outside speakers and some cross-curricular delivery by other departments.

## **2.2. STATEMENT OF INTENT**

- 2.2.1 The Governing Body believes that SRE is an essential part of a balanced and broadly-based curriculum.
- 2.2.2 We recognise the value of SRE in emphasising what constitutes healthy relationships, reducing the number of teenage pregnancies, preventing the spread of sexually transmitted infections, and contributing towards students' moral, social and personal development, in particular, self-esteem and sense of personal responsibility. The dangers of sexting and online sexual harassment.

- 2.2.3 We intend that the school's SRE policy and programme should accord with the new DfE guidelines and whole-school policies, in particular those on Equal Opportunities.
- 2.2.4 We intend to review this policy, the content and the organisation of SRE at regular intervals.
- 2.2.5 We recognise and confirm the role of the school in producing an SRE programme and syllabus which accords with this policy statement.

## **2.3 MORAL VALUES IN SEX AND RELATIONSHIPS EDUCATION**

- 2.3.1 As a Church of England Academy the moral and ethical foundations for SRE are based on those of the Christian ethos. Religious Education is compulsory in Key Stage 3 and 4 with a compulsory Religious Education curriculum in Key Stage 5. The Christian perspective towards relationships and morality is clearly presented and discussed throughout, particularly in Key Stage 4. Nevertheless, the SRE programme should be inclusive, respecting the views of people from other faiths or no faith. SRE teaching should be culturally appropriate, i.e. the programme should take account of the needs of individual students' different backgrounds and circumstances, including ethnicity and faith.
- 2.3.2 The Governing Body and Senior Leadership Team will ensure that SRE is age-relevant, appropriate across all year groups and is responsive to students' needs and development.
- 2.3.3 In the delivery of Sex and Relationships Education we aim to:
  - 2.3.3.1 present facts in an objective, balanced and sensitive manner;
  - 2.3.3.2 provide knowledge about:
    - the nature of sexuality; o loving relationships;
    - the process of human reproduction;
    - physical development during adolescence;
    - the law relating to sexual behaviour;
    - types of contraception and reasons for using, including safer sex;
    - sexually transmitted infections including HIV/AIDS;
    - forms of support available in the Academy; and
    - outside agencies offering confidential advice/support on sexual health / relationships.
  - 2.3.3.3 encourage students to:
    - view their relationships in a responsible and healthy manner;
    - appreciate the value of a stable family life;
    - appreciate the value of marriage;
    - appreciate the value of other forms of relationships;
    - accept that both sexes should behave responsibly in sexual matters;
    - consider what is best for the nurture of students;
    - appreciate the demands and responsibilities of parenthood; and
    - explore moral dilemmas and sensitive issues e.g. abortion, same sex relationships.
  - 2.3.3.4 help students to:
    - consider the importance of self-restraint and dignity;
    - have respect for themselves and others;
    - show sensitivity towards the needs and views of others;
    - consider the importance of loyalty and fidelity;
    - understand the benefits to be gained from delaying sexual intercourse;
    - understand the benefits of abstinence as a form of sexual expression; and
    - develop an awareness of issues of sexual orientation including homophobia.
  - 2.3.3.5 enable students to:
    - recognise the physical, emotional, social and moral implications and risks of sexual behaviour; and

- recognise and avoid exploitation and abuse of and by both themselves and others.

### **3. TEACHING OF SRE**

- 3.1. The school recognises the need to begin with students' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:
  - Establish ground rules with students
  - Emphasise the importance of mutual respect
  - Require no open personal disclosures in a class setting
  - Use distancing techniques
  - Encourage reflection
- 3.2. The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs in order to engage pupils on an emotional and intellectual level and help them to personalise information.
- 3.3. All teachers who are involved in the delivery of SRE are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer students for confidential advice and support.
- 3.4. The school recognises that some aspects of the SRE curriculum, including those specifically relating to sexual matters such as contraception and STIs may be best delivered by external professionals or by teachers who are trained and confident in teaching this subject.

### **4. SPECIFIC ISSUES**

- 4.1. Confidentiality and ground rules in the classroom
  - 4.1.1 It is vital for teachers to set ground rules for SRE lessons. These should include the avoidance of personal questions by students and staff and the discouragement of whole-class personal disclosures. Although teachers might wish to encourage a classroom atmosphere of trust and confidentiality, in reality it is impossible to guarantee that confidentiality. Teachers will make it clear that matters covered by the school's Safeguarding and Child Protection Policy and Anti Bullying Policy will have to be dealt with in the manner stated in the relevant documents. Staff should not answer personal questions. They may offer their personal opinions on impersonal issues, but should also offer other viewpoints.
  - 4.1.2 Students should be considerate of other students' feelings and beliefs and comply with any confidentiality rules that are set in the classroom. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously under the Anti Bullying Policy.

### **5. CONFIDENTIALITY AND ADVICE FOR INDIVIDUAL STUDENTS**

- 5.1 A teacher may be approached by an individual student with a request for specific advice on contraception or with a disclosure on other aspects of sexual behaviour. In such circumstances, the member of staff can provide factual information (e.g. contraception information leaflets, addresses and contact details of local Sexual Health services) and should, wherever possible strongly encourage the student to seek advice from her parents/carers and support them in this. Relevant outside agencies can also be involved where appropriate
- 5.2. Where circumstances lead a teacher to believe, in their professional opinion, that a student is at moral or physical risk, or in breach of the law, the teacher will ensure that the student is

aware of the implications and urge them to seek advice as mentioned above. If a teacher believes a student may be at risk of physical or sexual abuse, they should follow the school's Safeguarding and Child Protection Policy. If teachers do not believe a student is at risk of abuse, they do not have to break a confidence regarding a student's disclosure, if in their professional judgement it is in the best interests of the student. However, the teacher should discuss the matter with the school's Designated Safeguarding Lead in all the above situations.

## **6. SAFEGUARDING AND CHILD PROTECTION**

- 6.1 It may be that SRE lessons lead to the disclosure of a child protection issue. If this is the case, the school's Safeguarding and Child Protection Policy should be followed.

## **7. SPECIAL EDUCATIONAL NEEDS**

- 7.1 The school will ensure that SRE lessons are inclusive and support the needs of students of all ranges of abilities. The school may use a variety of different strategies to ensure that all students have access to information.

## **8. FEMALE GENITAL MUTILATION**

- 8.1. The school will ensure that this topic is taught as part of the SRE programme, as part of its statutory safeguarding responsibility to recognise and report this abuse where it is suspected or disclosed.

## **9. PARENTAL ENTITLEMENTS TO EXEMPT A STUDENT FROM SEX AND RELATIONSHIPS EDUCATION**

- 9.1. Under the Education Act 1996 parents/carers of students attending maintained Academies have the right to exempt their children from any part of an school's SRE programme, other than those elements which are required by the National Curriculum Science Order. This right may be exercised by either parent or by a person who has responsibility for care of the child. In the weeks before the delivery of every element of the school's SRE programme a letter will be sent to parents/carers outlining their right to exempt their child. The letter will include:

- details of the topics being covered;
- details of any outside agencies involved in the programme;
- a link to the school's published Sex and Relationships Policy on its website;
- names of those responsible at the school for the delivery of Sex and Relationships Education.

- 9.2 Provision will be made for students who are exempted from SRE lessons to join other classes or work under supervision away from their class.

## **10. MONITORING AND EVALUATION**

- 10.1 Procedure for Monitoring and Evaluating the delivery of SRE will be reviewed each academic year. Evaluation could include:
- student and teacher responses to teaching content and methods
  - Review of recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gendered meanings,

monitored by senior staff.

## **11 VISITING SPEAKERS**

- 11.1 Speakers from outside agencies who present SRE lessons in the school will be expected to abide by the school's SRE policy. Visitors should be given a copy of this policy in advance so that they are aware of the school's practices.

## **12 COMPLAINTS PROCEDURES**

- 12.1 All concerns and complaints will be channelled through the Head of Department for Wellbeing and Year Progress Leaders who will inform the Deputy Headteacher. If necessary, the Headteacher will then be informed where appropriate as per the school's Complaints Policy.