

St Edmund's School, Canterbury

Policy for Sex and Relationships Education

Members of staff responsible: The Heads of PSHE for Junior School and Senior School

Description of the Setting

St Edmund's is an independent, co-educational, day and boarding school for pupils aged between 3 and 18 years, comprising the Pre-Prep, Junior and Senior Schools. Our aim is to provide varied opportunities for academic, sporting, artistic, musical and dramatic achievement, so the children can explore and realise their individual potential, leaving school as well-rounded young men and women. Our Schools have excellent teaching facilities, well resourced libraries, access to information technology and numerous options for extracurricular activities.

Numerically we may be viewed as follows:

	Pre-Prep School	Junior School	Senior School
Age range	3-7 year old	7-13 years old	13-18 years old
Numbers of boys and girls	Boys 39 Girls 37 Total 70	Boys 120 Girls 85 Total 205	Boys 173 Girls 107 Total 280
Numbers of boarders	Not applicable	Boys 32 Girls 7 Total 39	Boys 46 Girls 32 Total 78
Religious affiliation*	Majority are Anglian. Others include Lutheran, Muslim and Catholic.	Majority are Anglican. Others include Buddhist, Catholic, Hindu, Lutheran and Muslim.	Majority are Anglican. Others include Hindu, Jewish, Muslim and Catholic.
Ethnic Groups*	Majority is British. Others are Catholic, Muslim and Lutheran.	Majority is British. Others are White and Black African, Other Asian and Other mixed	Majority is British. Others are Other White, Indian, White and Asian, Other Ethnic and Other Asian.

*A policy for the systematic collection of this information began in 2009 and therefore no accurate numerical information may be presented at this juncture. The School's database contains all the relevant information.

St Edmund's is situated on a beautiful site at the top of St Thomas Hill, adjacent to the University of Kent and overlooking the historic city of Canterbury.

St Edmund's was first established in 1749 as the Clergy Orphan School in Yorkshire. The School later moved to London and settled in our present location in 1855. The School's commitment to its origins endures, as does its Christian ethos. However, the School welcomes pupils from all backgrounds and places a particularly strong emphasis on pastoral care.

The well-being of every pupil is supported by a broad system of pastoral care, appropriate to the needs of each individual School. The Chaplain performs a central role in the three Schools. Overseen by the senior management teams, the teachers and teaching assistants in the Pre-Prep School, form teachers or tutors in Junior School, and housemasters and personal tutors in Senior School contribute to the well-being of pupils. The residential house parents take care of the needs of the boarding community. The on-site medical staff are an essential part of pastoral care.

Curriculum Support is available for those who need it. In addition we have a special needs department that supports children with mild learning difficulties.

We offer competitive scholarships in academic achievement, music and sport at 11+, 13+ and 16+. In addition, art scholarships are available at 13+ and 16+ and drama scholarships at 16+. Bursaries are available on a means tested basis to all and in particular to clergy families and armed forces.

St Edmund's is known for its family ethos, with a warm, friendly atmosphere that creates a strong sense of belonging. Parents can feel confident that they will be well informed and involved in School activities, as staff are fully aware of the benefits of a supportive alliance between home and school.

The Board of Governors comprise 18 independent members of the community, with the Patron of the School as the Lord Archbishop of Canterbury. The Governors have three special interest committees, of which the Education and Staffing committee has responsibility for matters pertaining to pastoral care, PHSE and related policies.

Description of how the policy was formulated

Membership of the working party:

The Headmaster, The Master of the Junior School, The Chaplain (Head of PSHE for Senior School; Designated Child Protection Officer), The Deputy Head of the Junior School.

The process of developing the policy:

SRE policy has, up to now, been seen as situated within overall PSHE policy. This has been in accordance with previous DCSF guidance. The School's 2009 review and self-evaluation of its policies has led to consideration of developing a separate SRE policy to facilitate ease of discrete focus upon this sensitive area of PSHE. Individual research was conducted into current good practice with DCSF, Kent County Council, HMC, and Canterbury Diocesan Board of Education. This was seen alongside an audit of existing good practice in SRE and PSHE within the School, which has also informed the construction of this Policy. Our process has been that the Head of PSHE for Senior School (The Chaplain) produced a first draft, the improvement of which was informed by other working party members and, ultimately, discussed and adopted at a meeting of the full Governing Body.

General aims and objectives of the policy

A statement of belief about the role and nature of sex and relationships education:

The DCSF guidance states that:

“It is 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.”

Within any school of Church Foundation, the Christian ethos provides the context within which all personal development takes place. This means that Christian values and attitudes, with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility, will permeate all the curriculum.

A statement of how this will be achieved and who they will work in partnership with to ensure this:

This will be achieved by a systematic programme of SRE within the School's overall provision of PSHE. All staff, academic and pastoral, are partners in this endeavour, as are all parents.

The specific aims of the policy:

We aim to:

- Encourage personal responsibility in all forms of behaviour
- Encourage appropriate self-esteem
- Equip all students to make informed and appropriate decisions about sexual health and activity
- Provide support and information for young people
- Ensure that all young people of all sexual orientations are valued and respected
- Teach students about different relationships, including marriage, and the value of family life
- Facilitate confidential advice on personal issues including those pertaining to health, sex and relationships. Where possible for students this will be provided at the School Medical Centre; but it is also possible to sign-post students to relevant agencies which are expected to respect and maintain confidentiality
- Clarify the 'school rules' on personal relationships in school

Moral and Values Framework

St Edmund's School's SRE Policy affirms and includes everything required by the DCSF as SRE policy and SRE Guidance in all schools. As an independent school of Church of England Foundation, the School also looks to the Guidance issued by Canterbury Diocesan Board of Education and affirms certain key principles or statements which any Church school might wish to consider. Thus, St Edmund's School's self-evaluation includes these specific questions:

- Does our SRE policy and practice reflect the distinctive Christian character of our School?
- Does our teaching on relationships in all areas of the curriculum re-enforce Christian values and principles (such as love, compassion, trust, honesty and forgiveness) and in this way form the basis for SRE teaching and learning?
- Does our SRE policy and its outworking assist our pupils in developing a mature awareness of the spiritual and ethical as well as the material nature of life?

Teaching about relationships is key to good SRE and it is in the context of positive and caring relationships that SRE should always be set. Therefore, some important principles might be that:

- Sexual relationships should be seen as the fulfillment of a relationship and not as the basis for a relationship
- Sexual relationships between those who are not in loving long-term relationships often do not consider the long term happiness of both those involved (or indeed of either)
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners learn to love, to be loved, to be valued and appreciated, and to grow in maturity
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond

Christian teaching underlines this by stating that: Human sexuality is a good and precious gift of God in creation and a means of His grace, as reflected in the introduction to the service of Christian marriage. For Christians 'making love' in a sexual relationship is a way in which God enables human beings to express their love for each other in a most profound and complete way. We seek in education to provide a context within which the Christian understanding of the gift of human sexuality and relationships may be positively nurtured

Teaching about marriage within the RS (Religious Studies) curriculum can be used to further pupils' understanding of Christian principles. Support for this is offered in the Diocesan support materials for REact (the Kent Agreed Syllabus).

Content headings for the sex and relationships education programme

As the DCSF guidance states (see above):

"SRE is 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."

Content will be delivered by repeating topics in a developmental programme, so that, throughout any child's time at St Edmund's Junior and Senior School, SRE provision always builds on prior learning.

Senior School

Content SRE L5:

Puberty, friendship and love, sexuality, marriage, family life and relationships, conception and birth, menstruation, contraception, HIV/AIDS, safe sex, helping agencies, sex and the law, young parenting, and personal hygiene.

Sample course content for L5, showing how SRE fits within the overall developmental pattern of PSHE:

Date:	Topic:	
Resources:		
January 13	EXAMINATIONS	
20	Listening skills	work sheet
(change sets)		
27	Listening & arguing	worksheet
February 3	Empathy & peer-pressure	work sheet
10	What helps to keep life good for everyone?	DFID CD-Rom: human rights
	Respecting rules	DFID CD-Rom
24	Legal rights & responsibilities	"About You: Puberty and stuff" workbook & handouts 1 – 4
March 3	SRE1: Relationships ~ based in mutual respect. Emotional, physical and social Development ~ differences within & between genders. Exploring homosexuality & homophobia.	
(SRE sets)		
10	SRE2: Male development	Worksheets 15-17 "4 Boys" booklet, FPA
17	SRE3 Female development	Worksheets 8-14
24	SRE4 Testicular Cancer:	"Know your balls" DVD, Orchid + fact sheets
SUMMER TERM		
April 21	SRE5 Exploring pupils' questions generated by small group discussions	
28	Listening & arguing skills	work sheet
(change sets)		
May 5	Empathy & peer-pressure	work sheet
12	What helps to keep life good for everyone?	DFID CD-Rom: human rights
	Respecting rules	
19	Legal rights & responsibilities	DFID CD-Rom

	26	The rights of the child	DFID CD-Rom fact sheet
June	2	Choices: substances ~ alcohol	Alcohol Alert
	9	Alcohol & Risks: Keeping Myself Safe	DVD: Jo's story fact sheets
	16	Alcohol & Image: Keeping Myself Safe	DVD: Rachel's story fact sheets
	23	Alcohol: Keeping Myself Safe	DVD: Kieran's story fact sheets
	30	Bereavement & loss: relationships breaking-up friendships/boy-girlfriend/marriages: impact?	
July	7	Looking back & discussing what has been learned this term	

This five week focus on SRE is supplemented from time-to-time by a presentation on Sexually Transmitted Infections by an external speaker with proven expertise in presenting these issues, as part of the secondary school curriculum, to adolescents.

Junior School

SRE will be delivered in Junior School using a variety of methods appropriate to the age group.

Form 5: The girls are given help and advice on changes within female bodies as puberty begins. Periods are discussed as part of these changes as is feminine hygiene.

Form 6: Reproduction is explored within science lessons with a more biological focus, although issues connected to relationships would be explored as part of this course.

Forms 7 and 8

SRE is explored as part of a specific morning of planned sessions. The year groups are divided into same sex groups to cover the following topics on a carousel basis. Depending on how each session develops determines the final content but in general the topics covered are as follows:

	Sex	Relationships	Health and Hygiene
Form 7	The biological processes of sex, conception and birth.	Becoming a teenager and how that can affect relationships with family and friends.	Changes to the body during puberty. Skin health and spots. Importance of washing.
Form 8	Revision of above plus contraception and safe sex.	How relationships change with the opposite sex. How does the opposite sex think, what do they expect? Respect.	Revision of above with more emphasis on intimate hygiene.

The organisation of sex and relationships education

- Sex and relationships education will be co-ordinated in both Junior and Senior Schools by the respective Head of PSHE.
- SRE will be delivered in Senior School in timetabled weekly PSHE lessons for L5 and U5. M5 will have a termly focus for most of a morning, as detailed above. Outside visitors will sometimes be used to supplement internal provision.
- SRE will be delivered in Junior School as indicated above
- The teaching methods will be those recommended by DCSF, involving high levels of pupil participation, facilitating peer-group discussions, stimulated by appropriate DVD and other resource materials and, at all times, maintaining ground rules which create a climate of mutual respect, sensitivity to others and confidentiality.
- SRE teaching will usually, though not necessarily, be delivered in single gender groups, working in close collaboration with the School's Medical Centre.
- The resources that will be used will be those selected by the Heads of PSHE for Junior and Senior School, who will take responsibility (as indicated below)

for selecting SRE resources and checking them for stereotyping, bias and prejudice. Materials used will be in accordance with the PSHE framework and the law. Pupils will be protected from materials that are inappropriate, having regard to their age and cultural background.

- Inappropriate language will not be used, nor explicit materials not related directly to explanation
- SRE sessions will be delivered by a wide range of appropriately trained teachers and Medical Centre staff, of both genders. Partners in the wider community, particularly local health and social support services, will also sometimes be involved, particularly in presentations to large groups of pupils.
- There will be an annual liaison meeting between the Heads of PSHE in Junior and Senior School and consultation with Medical Centre Staff will take place.
- The SRE programme will be evaluated in May each year. (see below) In the light of this evaluation, recommendations will be made for the annual review of this Policy. If substantial changes are proposed, colleagues, pupils and parents will be involved in the review process.

Specific Issues Statements

- The school will consult parents annually by sending this Policy, with a request for comments, with a general mailing to all parents, at the start of each academic year, and by making this Policy available on the School's website. These communications will emphasise the rights of parents to see materials and resources that will be used. Such materials and resources can be seen, in the first instance, by making a specific request in writing to the Head of PSHE in either Junior or Senior School.
- Parents of secondary pupils have the absolute right in England and Wales to withdraw their children from sex education that is not part of the National Curriculum. When a parent exercises the right to withdraw their child from sex and relationships education, a meeting will be arranged between the parent (ideally, with both parents) and the child's form tutor or housemaster. This is not to question the legal rights of parents, in this respect, but, rather, to ensure that the implications for the child's well-being of missing SRE are fully understood. It may be possible for alternative provision to be offered, as for pupils who unavoidably miss those lessons. Such children as are formally withdrawn from SRE will be cared for in supervised study provision during SRE lessons.
- The School's child abuse and protection procedures are detailed in a separate Policy document, fully available to pupils, parents and all staff, who receive regular training in these matters from officers of Kent Children's

Safeguarding Service and from the School's Designated Child Protection Officer. The CPO works closely with the Headmaster and Master, and, as appropriate, with the Designated Governor.

- This SRE Policy is linked, operationally, with other School Policies; for example. bullying and equal opportunities.
- The School is committed to enabling all pupils to easily access confidential support. Form tutors or housemasters are a first point of reference in overall pastoral care, as is the School Chaplain. However, for specific professional advice on confidential matters relating to SRE, the Medical Centre staff will gladly answer any questions e.g. about sexuality, sexual health advice, HIV/AIDS and STIs, abortion, contraception (including emergency contraception) and where such services can be obtained. These questions might, in the first instance, be addressed to a SRE teacher, who might well refer the pupil to the Medical Centre. Medical Centre Staff have been trained to offer confidential contraceptive and sexual health advice. This may include confidential Chlamydia testing. It may also include offering condoms, in accordance with [Kent Sexual Health Department's 'C Card' scheme](#).
- Confidentiality: It is only in exceptional circumstances that schools should have to handle information without parental knowledge. In all cases, the involvement of parents will be sought at an early stage, unless there is a specific request that this should not be so from a young person under the age of 16 who is considered by medical staff to be 'Gillick competent'; that is, if medical staff consider that the young person is competent to understand the consequences of the advice/treatment they believe it is necessary to offer.
- DCSF Sex and Relationships Education Guidance 2000 (para. 7.11) advises teachers that when they believe a person under the age of 16 is engaging or about to engage in sexual intercourse they should attempt 'wherever possible to persuade' the young person to talk to their parent or carer.
- Safety: Children have a right to expect schools to provide a safe and secure environment. This School is fully committed to providing just such an environment for all its pupils, including those who have passed the age of 18.
- Regular training will make all staff aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. Teachers and non-teaching staff will, therefore, all know the reporting procedures if they know, or suspect, that a child is a victim of abuse. All staff will be alert to signs of abuse.

- The School's Safeguarding Children Policy and its Policy for Staff facing an allegation of abuse or inappropriate behaviour make clear to staff their responsibilities and what should be done under these circumstances.
- The needs of children with SEN will be met by the Heads of PSHE liaising closely with the respective SEN co-ordinators.
- All pupils and parents are made aware that pupils have access to an independent school listener and a school counsellor. All other visitors to the school who participate in delivery of the SRE provision will be CRB cleared and appropriately trained.

How resources have been selected

The Heads of PSHE for Junior and Senior School will take responsibility for selecting SRE resources and checking them for stereotyping, bias and prejudice.

Procedures for monitoring and evaluation

This Policy will be monitored and evaluated annually in both Junior and Senior School in two meetings, each including all who teach SRE in that School, including representatives of the School's Medical Centre.

- One meeting, in November each year, will look towards the planning of SRE teaching as it is integrated into PSHE provision in the forthcoming Lent and Summer Terms. This meeting will implement recommendations for enhancement of the SRE provision made at the previous Summer Term's monitoring and evaluation meeting.
- The second meeting will be in May each year and will evaluate the recent SRE teaching provision. In the light of this evaluation, this meeting will make recommendations for the annual review of this Policy. If substantial changes are proposed, colleagues, pupils and parents will be involved in the review process. The results and recommendations of the annual review process will be presented to the full Summer Term meeting of the Governing Body, for discussion, amendment as necessary, and adoption.
- Pupil-identified needs and evaluation outcomes will be sought at House Council meetings or in Form Tutor periods, in the review stage of this 2009 – 2010 Policy, after which, pupil monitoring and evaluation will be fully incorporated into this whole review process, with views being sought in time for both the November and June meetings.

Dissemination of the policy

- This policy will be made available on the School's website. It will be sent, with a general mailing to all parents, at the start of the 2009 – 2010 academic year.
- Staff teaching SRE will be expected to upgrade their knowledge and skills with regular training, as required.

This Policy is based upon Kent County Council's [Model Sex and Relationships Education Policy](#) which can be accessed on the Kent Trust Website.

IAT

Signed: _____
Chairman of Governors

Date: _____

Review Date:

Appendix 1.

Kent County Council's Guidance on Sex and Relationships Education:

Sex and Relationships Education

The current DCSF guidance paper on Sex and Relationships Education is essential reading for all PSHE co-ordinators. You can access it via the link below.

<http://www.dfes.gov.uk/sreguidance/sexeducation.pdf>

The National Healthy Schools website has a great deal of helpful information and guidance on all aspects of PSHE and Citizenship matters that relate to the National Healthy Schools Standard. Even if your school has not signed up to this, the link below is well worth following to access information, guidance and pupil activities.

<http://www.wiredforhealth.gov.uk/index.html>

These four links will take you to the National Healthy Schools Standard's websites which have been specifically designed for each Key Stage. These sites are interactive and contain a range of effective and interesting pupil based activities.

<http://www.welltown.gov.uk/> (Key Stage 1)

<http://www.galaxy-h.gov.uk/> (Key stage 2)

<http://www.lifebytes.gov.uk/> (Key Stage 3)

<http://www.mindbodiesoul.gov.uk/> (Key Stage 4)

The organisation that is really at the forefront of providing sensible and helpful advice for PSHE teachers on matters relating to SRE is the Sex Education Forum. This organisation is constantly producing guidance documents and teaching ideas across all Key Stages and for youth activities. I have selected just a small number of their guidance papers, which I hope you will find helpful for planning and developing school policies and curricular activities.

The first is The Sex Education Framework. This very readable document clearly outlines the philosophy and the intentions which underpin the work of this body.

<http://www.ncb.org.uk/resources/FRAMEWK.PDF>

Effective learning – approaches to teaching sex education

There is little official guidance on the methodology of sex education. The Sex Education Forum describes sex education as having three elements: the acquisition of information; the development of social skills; and the development of moral responsibility and values framework. For information to become knowledge which informs and influences behaviour, a particular type of learning has to take place. This Factsheet (access via link below) is a response to all those who have asked how sex education is best delivered.

http://www.ncb.org.uk/resources/sexed_ff_12.pdf

Taking the Initiative: Positive guidance on sex and relationships education for secondary schools.

This is **the** one document for secondary schools. Practical and realistic advice on implementing DCSF guidance on SRE. Just follow the link below.

http://www.ncb.org.uk/resources/sexed_ff_23.pdf

Sex and relationships education for primary age children

This factsheet has been written as part of a development project undertaken by the Sex Education Forum. It is aimed at head teachers, governors and teaching staff of primary schools. It puts SRE at the primary level in the context of the DCSF guidance on SRE and within the frameworks of the National Healthy School Standard, the PSHE and Citizenship Framework and the Teenage Pregnancy Strategy and the latest Ofsted guidance on SRE. It aims to support you in reviewing your SRE policy and developing your provision of SRE.

http://www.ncb.org.uk/resources/sexed_ff_28.pdf

Ensuring entitlement:

Sex and relationships education for disabled children

Sex and relationship education (SRE) is an important part of the curriculum for all young people, and young disabled people are no exception. However, disabled children and young people are less likely to receive sex education in school and at home. In addition, their experiences are often excluded or misrepresented in the media (where other children pick up information) and in SRE resources. Education needs to address these inequalities. This factsheet will support staff in special schools and other settings in developing and reviewing SRE policy and practice for disabled children.

http://www.ncb.org.uk/resources/sexed_ff_26.pdf

The following links will give you access to the Sex Education Forum's comprehensive resource lists. The first is generally for children's resources. The second for materials for Primary Schools and the third for secondary schools. In

addition to text and classroom resources, these also list some excellent library and readers suitable for literacy time.

http://www.ncb.org.uk/resources/sef_srl_children.pdf

http://www.ncb.org.uk/resources/sef_srl_primary.pdf

http://www.ncb.org.uk/resources/sef_srl_secondary.pdf

Appendix 2

SRE Policy Development and Review Checklist

The Guidance states that all schools must have an up-to-date SRE policy, which is reviewed regularly.

It is recommended that this form part of an overall policy on PHSE and Citizenship.

In accordance with the NHSS whole school approach, the policy should be developed in consultation with pupils, parents, teachers, governors, health professionals and the wider community.

The following check-list uses the new guidance and the minimum criteria set by the NHSS as its starting point and will be helpful in developing and reviewing your policy:

1. Parents, pupils, staff and *the wider community* will be involved in the policy review process.
2. Does the policy set out SRE provided within the PHSE framework as distinct from the National Curriculum Science Order? Yes
3. Does the policy include a moral and values statement which reflects the schools' ethos and values, as well as being in line with the SRE Guidance, which states: 'as part of sex and relationships education, pupils should be taught about the nature and importance of marriage for family life and bringing up children.' Yes
4. Does the policy address the need to build self-esteem and develop a sense of responsibility as well as information giving and social skills development? Yes
5. Does the policy contain a statement on the school's position on specific issues such as confidentiality, accessing confidential support and sexual health advice, abortion, contraception and sexuality? Yes

6. Does the policy take into account the needs of ALL the pupils at the school and the national, local and in-school polices, such as equal opportunities?
Yes
7. Does the policy identify partners in the wider community, particularly local health and social support services, who will be involved in the delivery of SRE? Yes
8. Is the policy explicit about the use of visitors? Yes
9. Does the policy address pupil-identified needs and evaluation outcomes as well as local and national priorities? Yes. In its review stage, this will be incorporated, and, thereafter, pupil-identified needs and evaluation outcomes will be sought at House Council meetings or in Form Tutor periods.
10. Are resources, including human resources, relevant and up to date? Yes
11. Is there commitment to in service training for those involved in the delivery of SRE? Yes
12. Does the policy identify the date when it will next be reviewed? Yes

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