

## Key Stages 3 and 4: Skills

- How to cope with adolescence.
- How to develop self confidence and assertiveness.
- How to communicate and negotiate effectively.
- How to make considered decisions.
- How to handle peer group pressure and how to say "no" with confidence.

## Key Stages 3 and 4: Values

- Recognition of the importance of marriage and family life.
- Fulfilment comes through forming, developing and sustaining relationships based on loyalty and commitment.
- Damage and hurt are caused by stereotyping people and showing prejudice towards them.
- Respect for oneself and others is at the heart of our faith.
- If we are to enjoy our lives to the full, we need to take care of our health.

## The involvement of parents:

The school is clear that its role in education on sex and relationships is meant to complement that of parents and guardians - they are the core teachers.

There is a statutory requirement that schools should provide a comprehensive, well-planned Sexual Health and Relationships Education programme.

Parents have a legal right to withdraw their children from elements of the SHRE [Sexual Health and Relationships Education] programme any school provides. St Augustine's educates children not only in the facts, but more importantly, in the values we believe will equip them to cope with adolescence and the transition to adulthood. Given our Christian character and the choice parents have made in sending their children to us, we hope that our SHRE provision will be supported by all our families.

This leaflet is downloadable from the school website [www.sarchs.com](http://www.sarchs.com) and is available in the information racks in the school foyer.

Our SHRE programme is approved by our Governing Body. Several governors are, or have been, parents of pupils at the school.

Please call us on 01254 823362 and ask to speak to the head or the deputy head [pastoral] if you have any queries regarding our SHRE programme. We are always delighted to meet with parents who have questions or concerns.

Saint Augustine's Roman Catholic High School

# Relationships, Emotional Well-being and Sexual Health Education

Governors' Policy for approval Spring Term 2012



## How was this policy put together?

This policy is the outcome of discussions over many years involving governors, parents and staff. The current policy also draws on the guidelines issued by the Diocese of Salford.

### This is our starting point:

This school believes its mission to be the education of the whole child. Education at St Augustine's in relationships, emotional well-being and sexual health is undertaken in accordance with the teaching of the Catholic Church and as part of the spiritual, moral, emotional and social development of the pupils in our care.

Our aim when teaching about these issues is not only to provide age-related appropriate information; more importantly we set out to nurture in our learners an understanding that positive and caring attitudes and environments are essential for the development of a good self image. We encourage the belief that individuals are in charge of, and responsible for, their own bodies.

We seek to develop in our young people the understanding, sensitivity, skills and attitudes which allow them to manage their relationships in a responsible and healthy way. That is the core learning outcome linked to this programme.

### Our aims in more detail:

- i] To enable young people to understand and feel confident about the physical and emotional changes which take place during the course of their lives.
- ii] To encourage positive attitudes towards love, sexuality and the value of family life through guidance on how to develop and sustain healthy, stable and loving relationships.
- iii] To enable pupils to make informed choices and responsible decisions by encouraging them to explore their own attitudes, values and emotions, and those of others.
- iv] To examine prejudices and stereotyping in respect of gender and sexual orientation and to encourage respect for the integrity of others.
- v] To promote coping skills which discourage risk taking behaviour that can lead to substance misuse, unwanted pregnancies and sexually transmitted infections. In other words, if you feel under pressure by others to do something you know or feel is wrong for you, being able to say "No" and understanding why you are saying "No".
- vi] To give insights into parenthood and child development.

## The content of our programme is:

- \* assembled by the PSHE [Personal, Social and Health Education] coordinator in collaboration with the RE department and the school leadership team;
- \* taught throughout the curriculum with input from external agencies;
- \* intended at all times to be age-sensitive and appropriate for the group concerned;
- \* supported via special retreat and residential experiences;
- \* reviewed on an annual basis.

### Key Stage 3 [Years 7, 8 and 9]

Aspects of the programme are covered in several subjects.

This list is indicative rather than comprehensive:

#### Year 7:

PSHE/PE: keeping healthy: diet/exercise/cleanliness;  
personal safety: avoiding or dealing with risky situations;  
PSHE/Science: puberty and body changes; human reproduction.  
Science: menstruation.

#### Year 8:

RE: Christian Marriage: an understanding of commitment and responsibility.  
PSHE: thinking about sex and relationships education;  
marriage and family life; social relationships; boyfriends and girlfriends;  
human reproduction/contraception; high risk behaviour;  
sexually transmitted infections; dealing with death/cancer.

#### Year 9:

RE: loving relationships, marriage, contraception;  
sanctity of life/abortion and a series of preparatory and follow up lessons for "Health and Relationships Days".  
PSHE: special "Health and Relationships Days"  
with a largely SRE content and a focus on values and information

### Key Stage 4 [Years 10 and 11]

In KS4 many of the themes covered in KS3 are revisited and covered in greater depth in RE, Science, English and other subjects. Additional content or more deeply investigated topics include: moral and ethical implications of new technologies [e.g: fertility treatments and genetic engineering]; How the media can influence choice and behaviour; The Church's teaching on marriage and divorce; Aspects of separation and loss; Citizenship and equality of opportunity; Gender and sexual orientation; Contraception and Abortion.