

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

**Sex and Relationships Education (SRE) Policy
2014 - 2016**



SRE Policy agreed by Governors:

Signed by Chair **Date.....**

Policy due for review: Summer 2016

St Joseph's Catholic School & Sixth Form Centre fully recognises its responsibilities for student behaviour guidance

Policy Review

This policy will be reviewed in full by the Governing Body on biennial basis.

The policy was last reviewed and agreed by the Governing Body in summer 2014.

It is due for review in summer 2016.

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1. INTRODUCTION & PRINCIPLES

As a Catholic School we understand that all our pupils are of intrinsic and absolute value as they are created by God and in the image of God. With this at the centre of all our teaching and in particular our Sex and Relationship Education (SRE), we aim to make our teaching holistic and fitting to the needs of the pupils.

The SRE teaching at St Joseph's is underpinned by the following Church teachings:

- The dignity and worth of each person made in the image of God
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God

2. Statutory Requirements

Statutory requirements for sex education are set out in the DFE's guidance booklet entitled "Sex and Relationships Education". The law requires that maintained secondary schools teach sex education, human growth and reproduction, including education about HIV and AIDS and other sexually transmitted infections.

3. Aims

SRE at St Joseph's aims to meet these requirements while also encouraging pupils to consider the views of the Roman Catholic Church and the value of the human person. The key aim of the programme is to provide a teaching that is founded on Roman Catholic understanding of the human person and an appreciation that authentic human love is more than sexual expression, for the human person is made in the image and likeness of God and this dignity is inalienable.

The school aims to provide a SRE programme which will:

- Help students come to an understanding of themselves and others
- Enable young people to learn what the Roman Catholic Church teaches and builds bonds of trust and communication with each other
- Augments students' understanding of their physical and emotional development
- Promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions

- Create opportunities for students to consider their knowledge, attitudes and behaviour, in the light of the Gospel values and the teachings of the Roman Catholic Church, so that they can make informed choices

- Help students develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values
- Ensure that all students regardless of individual differences are able to access SRE

4. Delivery of Policy

The SRE programme will be delivered in consultation with the Head of Science, RE, Neath Port Talbot Youth Service, the School Nursing team and other appropriate staff. SRE will be incorporated and delivered through Science, Religious Education and the PSE curriculum and taught by teachers, and outside agencies, who are in support of the Roman Catholic ethos of the school. We will provide all of our students with a programme of SRE in accordance with our responsibilities as a Roman Catholic School and statutory requirements. The programme will rest upon the precepts of the Roman Catholic Church's teachings on sex and relationships. Pupils will be taught the sexual facts of life within the framework of moral responsibility provided by marriage. They will be educated in health and hygiene matters that pertaining to sexual matters and of the dangers associated with promiscuous behaviour, including sexually transmitted diseases.

5. Current Position

Science

At KS3 reproduction is taught. In Y7 the following is taught:

- sexual reproduction
- puberty in humans
- foetal development

Further studies of sexual reproduction are embedded in the KS4 curriculum; this includes:

- the study of hormones and fertility,

At AS level, Biology there is a section of BY2 which deals with different types of reproduction strategies in plants and animals.

At A2 level, Biology in BY5 deals with:

- sexual reproduction in humans
- inheritance
- applications of reproduction and genetics

PSE

Topics include, being good citizens, choices, alcohol, drugs, sexuality.

Religious Education

In KS4 the following topics are covered:

- Abortion Y10
- Contraception Y10
- The purpose of sex & sex before marriage Y10
- Homosexuality Y10

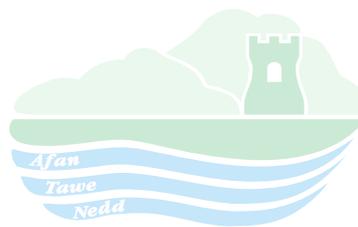
At KS5, the following topics are studied:

- Sexual orientation Y12
- Extra-marital sex Y12
- Pre-marital sex Y12
- Gay and lesbian sex Y12
- The ethics of civil partnerships Y12

Appendix 1



A Teaching Guide For Sex & Relationships Education



Key Stage 3 Years 7, 8 & 9

[November 2011]



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Abertawe Bro Morgannwg
University Health Board



Neath Port Talbot
Healthy Schools Scheme
Cynllun Ysgolion Iach
Castell-nedd Port Talbot



GIG
CYMRU
NHS
WALES

Iechyd Cyhoeddus
Cymru
Public Health
Wales

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- **Appendices**
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INTRODUCTION

This teaching pack has been written by local partners to assist in the delivery of a balanced programme of personal and social education [PSE], to address the needs of the learners, which has been established through consultation with local young people and build on the guidance recommended in the **Welsh Governments PSE Framework document 2008 for 7 to 19 year olds in Wales. It will also contribute to the Local Health and Social Care and Wellbeing targets to work towards Who have provided the funding for both the school nurses and secondary school teachers training in the use of this pack.**

The pack therefore, has been developed to provide a cohesive approach to sex and relationship education [SRE] and an aid for local teachers, school nurses and youth practitioners who are delivering SRE in Secondary Education Schools across Neath Port Talbot. It is an important tool in the transition process as it will provide a consistent educational experience for all pupils within the county and a base for future development.

Whilst the pack will necessitate partnership working, it is important to acknowledge that the teacher needs to be present and support the **lead person/facilitator in all lessons delivered by both school nurses and youth practitioners and that all professionals adherer to Neath Port Talbot Local Authorities Safeguarding protocols and procedures.**

The pack contains five lessons which are approximately one hour long and includes facilitator notes and worksheets where appropriate. Any resources that are required appear in the appendices section and further information or advice regarding this document can be obtained by contacting either Corinne Fry or Jen Malcolm [see acknowledgements page 2 for contact details].

Please note: the timings for each lesson are only a guideline. If pupils are engaged in a particular exercise and the facilitator spends more time on a particular aspect of that exercise, the other exercises should be covered in additional lessons. **Pupils therefore, must have the opportunity to complete all exercises in the pack as a minimum standard throughout the Local Authority.**

ACKNOWLEDGEMENTS

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**Overview of lessons included in the pack for Key Stage 3
Years 7, 8 & 9**

Lesson 1: Male & Female Reproductive Systems [Year 7] **Facilitator – Youth Service**

Lesson 2: Relationships [Year 8] **Facilitator – Teacher**

Lesson 3: Sexually Transmitted Infections [Year 9] **Facilitator – School Nurse**

Lesson 4: Contraception [Year 9] **Facilitator – School Nurse**

Lesson 5: Pregnancy [Year 9] **Facilitator – Teacher**

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Topic: Male and Female Reproductive Systems

Facilitator: Youth Practitioners

Lesson Outline:

1. Introduction
2. Lesson overview
3. Setting the ground rules
4. Aims and Objectives
5. Exercise 1 - Icebreaker
6. Exercise 2 - Body Parts
7. Exercise 3 - Quiz
8. Recap
9. Signposting

[Approximately 1 hour]

Male & Female Reproductive Systems

Key Stage 3 Year 7

Lesson 1

Topic: Male and Female Reproductive Systems

Introduction: it is important that pupils have a clear understanding of the functions of both the male and the female reproductive systems/organs before introducing other sexual health topics in this pack. This is a fun session that sets the scene for further topics and will hopefully encourage them to feel more comfortable with their body.

Aim:

To raise awareness and increase knowledge of both the male and female reproductive systems.

Objectives:

By the end of the lesson pupils will be able to:-

- Have a clear understanding of the male and female reproductive systems.
- Identify the male and female reproductive organs.
- Have a clear understanding of the functions, of both the male and female reproductive organs.

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Facilitator Notes

Introduction/ Overview and Aims/ Objectives

Welcome the pupils and introduces the lesson establishing a set of ground rules. If possible this can be written up on the board or flipchart paper and can be referred or added to during the lesson where appropriate.

Encourage participants to contribute to the lesson where appropriate and discourage any negative attitudes or behaviour that might arise, as this can be a sensitive topic for some individuals attending the lesson.

Exercise 1 Icebreaker [where the wind blows]

Explains to the pupils what is expected of them when undertaking the exercise, for example:-

There are a total of ten statements relevant to the topic. Each statement will be read out and the pupils will be asked to move and change seats with someone else if the statements apply to them.

[See page 11 Ice breaker, '**where the wind blows**' for more details]

Exercise 2 Body Parts [Male & Female Reproductive Systems]

Explain to the pupils that the exercise is about identifying both the male and female reproductive organs and their functions. Split the group up equally [4 or 5 pupils in each group if

possible]. Each group are given two pieces of flipchart paper and pens and are asked to nominate a member of their group to lie down on the paper and another member to draw around the outline of their body.

When completed provide each group with a bag of resources which contain items in each bag that represent either the male or the female reproductive system. [See page 17 for a list of resources for this exercise] The groups are then asked to work together and to place each item on the flip chart paper and in the position they should be in, on either the male or the female body [an example should be given at this point].

Support the groups where necessary, highlighting that the function of each reproductive body part will be explored after the placing of the items is completed by all groups.

When the exercise is completed encourages one group to feed back regarding the male reproductive system and one group to feed back regarding the female reproductive system. It is at this point that the facilitator can establish the correct positioning of the items and clarify the function of each of the reproductive organs. [See all handouts and additional supporting resources on the male and female reproductive system on pages 12-16]

Exercise 3 Quiz

Split the pupils into two groups and provides one group with the male reproductive sexual organs quiz and the other group with the female reproductive sexual organs quiz. Each group takes it in turns to ask the other a question with the facilitator scoring the answers of each group. Round up the exercise and answer any additional questions pertaining to sexual health where possible. If there are any questions which the facilitator cannot answer, the group are to be informed and the answer provided as soon as possible or during the next session. This will give the facilitator the time to establish the facts through research or contact an appropriate person in the field of sexual health. [See

acknowledgment section page 3-4 for details of contacts and pages 18 -21 for the quiz]

Recap, round up and provide the group with a list of local sexual health services such as RADS and CASH.

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Exercise 1

ICEBREAKER

WHERE THE WIND BLOWS

Statement No:

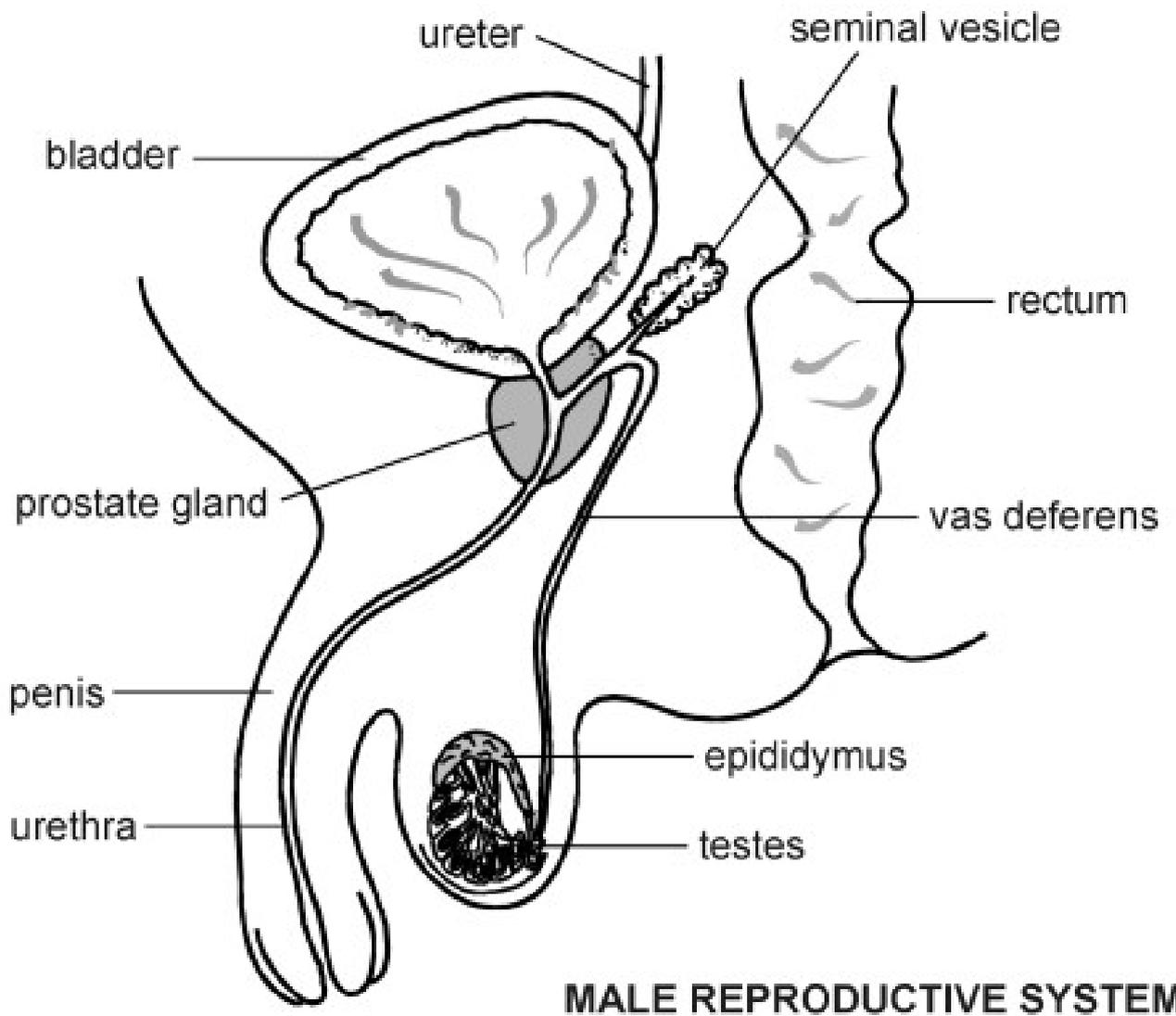
- 1. Anyone who has walked to school today**
- 2. Anyone who has had a lift to school today by car**
- 3. Anyone who has had breakfast this morning**
- 4. Anyone who hasn't had breakfast this morning**
- 5. Anyone who likes the X Factor**
- 6. Anyone who likes exercise**
- 7. Anyone who attends a youth club in their area**
- 8. Anyone who is wearing a school uniform**

9. Anyone who watches Skins

10. Anyone who has heard of the RADS service

Handout 1

Male & Female Reproductive Systems Key Stage 3 Year 7 Lesson 1

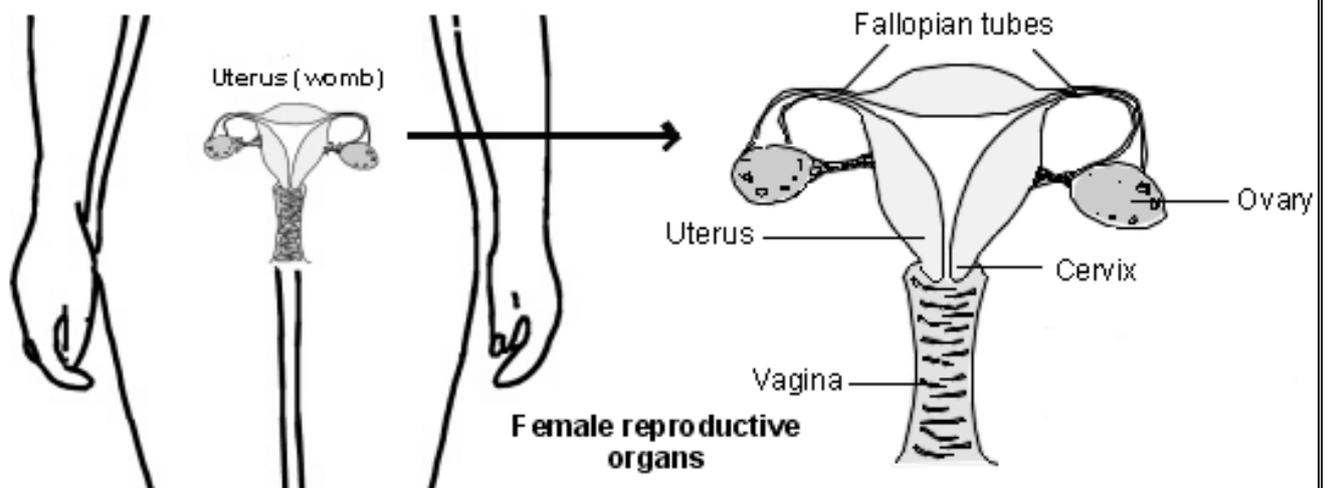


Handout 2

Male & Female Reproductive Systems

Key Stage 3 Year 7

Lesson 1



**FEMALE
SYSTEM**

REPRODUCTIVE

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Exercise 2

The Function of the Male Reproductive System:

TESTES – [Use walnuts/sprouts or small plums]

Function:

- The testes produce sperm
- They lie in a soft pouch/bag called the scrotum
- Touching them through the scrotum can cause sexual arousal [the scrotum is the soft pouch of wrinkly skin that hangs down behind the penis. It covers, holds and protects the two plum shaped testicles within it]

EPIDIDYMUS – [Use elastic bands]

Function:

- The epididymus is the small tube like structure connected to each testicle
- Sperm travels and grow in this on the way to the vas deferens
- If stretched out, it would be approximately 6 metres long

VAS DEFERENS – [Use pipe Cleaners or string]

Function:

- The vas deferens are also referred to as the sperm ducts, they are long, narrow, flexible tubes that start at the epididymus and ends up in the urethra.
- The tubes transfers sperm from the epididymus into the urethra and out of the male body through the penis when a man gets sexually aroused and ejaculates.

- Fluid is added to the sperm from two glands on the way, the seminal vesicle and the prostate gland.

PENIS – [Use carrot or banana]

Function:

- The penis is made up of soft, spongy tissue and blood vessels.
- The end of the penis is called the *glans*.
- When touched the male can be sexually aroused, during arousal the penis becomes hard and upright, referred to as an erection.
- It deposits sperm at the top of the vagina when a man ejaculates.
- It is also used to expel urine.

FORESKIN – [Use blue tack]

Function:

- The foreskin is the loose skin that covers and protects the tip of the penis [*glans*].
- Removal of this skin from the penis is called a circumcision. [This involves a minor operation and is done for medical or religious reasons]

URETHRA – [Use a plastic drinking straw]

Function:

- The Urethra is a long narrow tube that carries urine from the bladder, where it is stored, and goes through the penis all the way to the opening at its tip.
- It is a passageway for both urine and semen.
- Urine is liquid waste from the body: liquid left over from food and drink not used by the body.

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Exercise 2

The Function of the Female Reproductive System:

OVARIES – [Use almonds or strawberries]

Function:

- The ovaries are oval sacs on each side of the female's womb and are approximately the size of large strawberries.
- They contain female sex cells also called eggs or ova.
- A single egg is called an ovum. They take it in turn to release an egg each month.
- They also release hormones, which play a part in the menstrual cycle.

FALLOPIAN TUBES – [use pipe cleaners or string]

Function:

- There are two tubes connecting the female's ovaries to her womb/uterus and are passageways through which ripe eggs travel on its way to the womb/uterus each month.
- Each tube is approximately three inches long and can be as wide as a drinking straw. They are also known as the oviduct or egg tube.

UTERUS/WOMB AND CERVIX – [Use a pear]

Function:

- The uterus/womb is made up of strong muscle and is hollow inside.

- It is the size and shape of a small upside down pear and is connected to both the fallopian tubes and the inside end of the vagina.
- Its lining is shed each month when the female has a period.
- When the female becomes pregnant the baby grows inside it and it protects and nourishes the developing baby before birth. [Acting as a carrier for a fertilized egg as it develops into a baby. It expels the developed baby to the outside via the vagina after 9 months]
- The cervix is the entrance to the uterus/womb. [It is a small opening near the lower end of the uterus/womb and connects the uterus/womb to the top of the vagina This opening stretches wide when its time for a baby to be born]

VAGINA – [Baby sock]

Function:

- The Vagina is the elastic tube/passageway inside a female's body which connects her uterus/womb to the outside of her body.
- It contributes to sexual arousal and when touched the female can become sexually aroused.
- It allows the penis access to the neck of the womb during penetrative sex/intercourse to deposit sperm when the male ejaculates.
- It is also the passageway for the menstrual blood and the birth canal during labour

CLITORIS – [Use tic tac's/ small mints or glass bead]

Function:

- The clitoris is a small mound of skin above the opening of the vagina and is about the size of a pea.

- When touched/stimulated it becomes erect and can contribute to sexual arousal.
 - It is a very sensitive area containing lots of nerve endings
- LABIA – [Orange or any coloured Card/cut into a heart shape & cut again down the middle]

Function:

- The labia are the two folds of skin surrounding the vagina
- It protects the opening of the vagina
- It is connected to the clitoris and also contains lots of nerve endings

URETHRA – [For additional information/use the four girl's book to illustrate its position]

Function:

- The tube which carries urine from the bladder to the outside of the body.
- In females it leads to the hole just above the vagina.

Signposting to Services

- Designated School Health Nurse
- RADS (Relationship Advice Drop in Service)
- Womens Aid
- CASH (Contraception and Sexual Health Service)
- GUM Clinics
- Emergency contraception service at Pharmacies across NPT

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

**RESOURCES FOR BOTH THE MALE AND FEMALE
REPRODUCTIVE SYSTEMS**

MALE:

- 1 small carrot or banana
- 2 walnuts, sprouts or plums
- 2 pipe cleaners or string
- 2 elastic bands
- 1 plastic drinking straw
- 1 square of blue tack

FEMALE:

- 2 Almonds or strawberries
- 1 small pear
- 1 baby sock
- 1 small mint or bead
- 2 pipe cleaners or string
- 1 sheet of coloured card

* Both the *Four Boys* and the *Four Girls* books can be issued after the lesson for additional information for young people.

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Exercise 3

Female Quiz - Team 1

- 1. How often do the ovaries produce eggs?**
Once a month on average – An egg is released alternately from each ovary
- 2. How big is an egg?**
About the size of a pinhead.
- 3. How do eggs get to the womb?**
They travel along the fallopian tubes.
- 4. Where would an egg usually be fertilised?**
In the fallopian tube.
- 5. What happens when an egg is released but not fertilised?**
The lining of the womb (endometrium) is shed as a monthly period through the vagina with the egg.
- 6. How much blood is lost on average during a period?**
Approximately four to six tablespoons, but this varies from female to female.
- 7. How long does a period last?**
2-7 days on average
- 8. How long is the vagina?**

Approximately 4 inches long

9. What happens to the vagina when a female gets sexually aroused?

It expands and becomes more upright. It produces lubrication to enable the penis to enter the vagina to deposit the sperm.

10. Can a female get pregnant any time in her cycle?

Yes, an egg can be released at any time although usually it happens about 2 weeks before a period.

Make reference to where info was taken

Male & Female Reproductive Systems
Key Stage 3 Year 7
Lesson 1

Exercise 3

Male Quiz - Team 2

- 1. Why are the testes (balls) outside the body?**
To keep sperm cooler than body temperature. If the testes get too hot the male can become temporarily infertile.
- 2. What fluid apart from semen does the penis carry?**
Urine.
- 3. Are all penises the same size and shape?**
No they vary a lot although most are roughly the same length when erect – about 6 inches.
- 4. How many sperm are found in a male's ejaculate?**
About 300 million
- 5. How long does it take for a sperm to reach the female's fallopian tubes?**
It is thought some sperm may reach the fallopian tubes in a matter of minutes.
- 6. If a male comes around the entrance to a female's vagina can she still get pregnant?**
Yes they are at risk as sperm can still get into the vagina and swim up the fallopian tubes.
- 7. What happens to sperm if the male doesn't come for a long time?**
The sperm is reabsorbed into his body

8. What are wet dreams?

When the male ejaculates in his sleep.

9. Can a male get erection when they're not in a sexual situation?

Yes. Sometimes other emotions such as fear and excitement can also cause erections, especially in young males.

10. What happens when a baby or a male is circumcised?

The foreskin is removed. Can be done for religious or medical reasons.

Appendix 2

Dear Parent/Guardian,

During the Pastoral Care lesson over the next few weeks, Mrs Jones, Schools Health Nurse, will be talking to Year pupils regarding sexual health.

If you **do not** agree to your child taking part in this lesson please fill in the proforma below.

Yours sincerely

Mr A Lane
Deputy Headteacher

I, the parent/guardian ofForm:..... do not wish him/her to take part in the Pastoral Care lesson regarding sexual health.

Signed:.....
(Parent/Guardian)