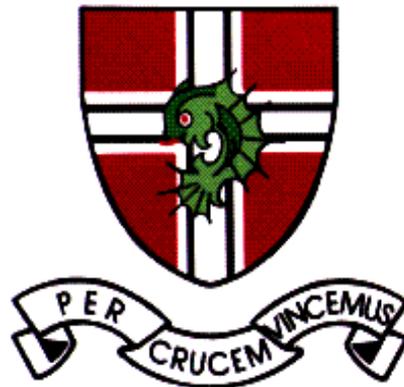


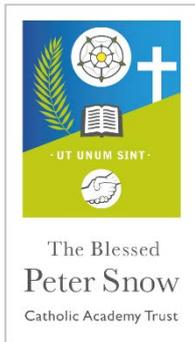
St John Fisher Catholic Voluntary Academy



RELATIONSHIPS AND SEXUAL HEALTH EDUCATION POLICY

October 2017

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

BACKGROUND AND CONTENT

Mission Statement

Following the example of our patron, St John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents¹, to provide children and young people with a “positive and prudent [relationships and] sexual education”² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their aims and their approach to RSE in the school.

Briefly describe any consultation that has taken place e.g.

- pupil focus groups / school council
- questionnaires to parents / any meetings etc.
- review of RSE curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the autumn term 2017.

This policy will be reviewed every year/2 years by the Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is 12 months time.

Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the policy and content of the RSE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

Statutory Curriculum Requirements

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: ‘Sex and Relationships Education Guidance’ (2000)
- The Children’s Act (2004)

¹ Parents is used to refer to carers, guardians and parents.

² *Gravissimum Educationis* 1

Aim of Catholic Relationships and Sex Education

The aim of Catholic RSE is rooted in a particular context, that Catholic Christianity is a living tradition of lifelong learning in the knowledge and love of God. This learning is not additional to learning about ourselves and our relationships with others and the world, but constitutive of such learning because it treats of God and of all things, in their relationship to God as their beginning and their end, their origin and destiny.³

'God is love and anyone who lives in love lives in God and God lives in him.' (1 Jn. 4:16)

'I have come that they may have life and have it to the full.' (Jn.10:10)

'God created man in the image of himself, in the image of God he created him, male and female he created them.' (Gen. 1:27)

We teach RSE precisely because of our Christian beliefs about God and about the human person. At the heart of the Christian life is the Trinity, God the Father, God the Son and God the Holy Spirit. This communion of love at the heart of God reveals that the desire for fulfilling and flourishing human relationships, is God-given. 'Communities are brought into being by the participation of men and women, responding to the divine impulse to love and to be loved – which was implanted by the God who created them.'⁴ In short, human beings are not simply created to be relational, but created to love and to be loved just as God is love.

The belief that God became man in Christ animates our approach to RSE. The Incarnation endows the human form with an extraordinary dignity and shows that our relationship with our own bodies is not casual but infused with the Holy Spirit⁵. Humanity is called to embrace Christ's invitation to follow him, because the encounter with Christ gives life a decisive direction – gives life to the full.

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.⁶ As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE RSE will be firmly embedded in the PSHE framework. The school will aim to ensure, through a faith motivated person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual

³ Thomas Aquinas, *Summa Theologiae*, 1a, q.1, ad2; q.1, a. 7. C.

⁴ *The Common Good in Education*, p. 6, Catholic Education Service 1997.

⁵ 'Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God. You are not your own property ... That is why you should use your body for the glory of God' 1 Cor. 6:19-20

⁶ *The Common Good in Education*, p. 6.

respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: love, mercy, compassion, faithfulness, temperance (chastity), fortitude and prudence.

Our approach acknowledges that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Defining Relationships and Sex Education

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"⁷. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"⁸.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;

⁷ Sex and Relationship Education Guidance, DfEE, 2000

⁸ ibid

- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- the reasons for delaying sexual activity and the benefits to be gained from such delay
- how to keep themselves safe from sexually transmitted infections and avoid unintended pregnancy.

The Aims of the Relationships and Sexual Health Education SoW:

- ensure that the teaching of RSHE is consistent with the school's mission statement.
- provide a safe and inclusive environment for the teaching and learning of RSHE.
- ensure that students respect themselves and others.
- promote the appreciation and development of attitudes and values which are truly gospel inspired.
- ensure that students understand human sexuality and to correct misinformation.
- inform our students of the teachings of the Catholic Church so they can have informed consciences, make the right decisions about relationships and behaviour and understand that sex is not merely a bodily function, biological process or recreational activity.
- enable the students to develop personal and social skills so they are confident in choosing right relationships, are safe from harm, protected from exploitation and know their rights.
- enable students to be aware of their sexuality and to accept those who have a different sexual orientation.
- enable students to challenge peer, social and media pressures around the issues of sexual intercourse.
- develop in students an understanding that sexual intercourse should take place in a stable and loving relationship, ideally marriage.
- develop in students an understanding of the importance of marriage for family life.
- demonstrate pastoral sensitivity for the cultural, personal and family circumstances of children and young people, while maintaining the integrity of Catholic belief and teaching.

- encourage an understanding of and respect for the sanctity of human life, the virtue of chastity and the sacrament of marriage.
- recognise the primary role of parents in the education of their children and ensure it is carried out under their close supervision.
- monitor the involvement of teaching of external agencies/visiting speakers and the distribution of resources provided by them to ensure that all presentations are in accordance with the beliefs and teachings of the Catholic Church.

Entitlement and Delivery

Inclusion and differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy). Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Integrated curriculum

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools⁹ relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. *Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.*

⁹ Secondary refers to High Schools, Colleges and Academies with either 11-16, 11-18 or 16-18 age groups.

The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Governors want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

How the Aims will be achieved

The needs of Students

The RSHE Programme is tailored to the age, physical and emotional maturity, gender, cultural and social needs of the students.

The particular needs of our students are to:

- promote respect for themselves and others.
- promote self-control
- combat homophobia and stereotypes.
- combat inappropriate physical contact and negative peer-group pressure.
- be healthy, safe and to feel valued.

Teaching and Learning Styles

Teaching methods take into account the differing needs of students and include a variety of styles and approaches e.g. group work, role play.

Content

Curriculum content supports the learning objectives set out in the schemes of work. The schemes of work ensure that content and learning objectives are developmental. Each teacher will establish a set of ground rules for RSHE with every class. These will be revisited at the beginning of every lesson.

Key Stage 3 Students should be taught to:

- recognise that how they see themselves affects their self-confidence and behaviour
- understand that they have value and dignity which derives from God
- understand the changes that are beginning to or have taken place in their bodies
- recognise that sexuality is a gift with a God-given purpose
- be aware of their emotions and how they respond to emotional change
- discuss moral questions about sex and relationships in light of Catholic Church teaching
- recognise the features of good friendships
- develop their relationship with God through prayer and worship
- recognise what is appropriate and inappropriate behaviour in a relationship
- understand the consequences of actions and why some actions are considered good and others bad
- consider and understand what rights and responsibilities mean in relationships

- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- recognise the need for love, trust and commitment in relationships including marriage
- be aware of different moral values and explore those held by different cultures and groups
- identify their own views based on their experience of relationships and marriage and explore the media portrayal of relationships and marriage
- begin to be aware of the media's influence and portrayal of sexuality as a commodity
- appreciate that sexuality is a divine gift and intercourse is the most intimate sign of human love
- appreciate and explore the teaching of the Catholic Church on marriage
- understand that parents are co-creators with God and that human life begins at conception and so is worthy of respect
- understand that 'being in love', 'lust' and 'true love' are quite different
- understand what chastity is and its value
- understand the family in its social context and examine the roles and responsibilities of family members
- understand the spiritual context of the family as a community where members can grow in faith, hope and love
- understand that the family provides, in most cases, the best loving and secure support for the balanced development of the child
- understand the features of the school that makes it a Catholic community which works for the good of all
- understand that prejudice, discrimination and bullying are unacceptable
- develop assertiveness so they can resist peer pressure and stereotyping
- recognise that birth, growth and marriage are celebrated by sacraments
- know that some people remain single and celibate for a variety of reasons
- identify types and forms of separation, loss and change in relationships, marriage and families
- recognise the stages of emotions in relation to loss and change caused by divorce, separation, death and new family members and how to deal with their emotions positively
- make good and safe decisions relating to their relationships with other students and adults and in relation to their personal and sexual health and well being
- ask for help and support

Key Stage 4 Students should be taught to:

- evaluate viewpoints, seeing both sides of an argument and express and justify personal beliefs or values
- co-operate with a range of people who are different from themselves
- have the confidence to challenge offending behaviour
- understand and manage change in relationships with friends, family, parents and teachers
- respond appropriately within a range of social relationships
- understand that the choices we make and the actions we take, affect ourselves and others
- understand the importance of self-giving love and forgiveness in relationships
- be aware how their identity is influenced by both their personal values and those of their family and society

- know and understand what human and divine attributes, virtues and skills are required in order to sustain a happy, authentic marriage, which is life-long and life-giving
- understand the sacrament of marriage
- know what a baby needs and the role of love in parenting
- know how a baby will affect personal life choices and relationships and begin to understand the changed priorities and responsibilities of the parent
- be aware of the media's influence and portrayal of sexuality as a commodity and the view of sexual intercourse as a recreational activity
- examine the characteristics and effects of different lifestyles and behaviour, and understand why people opt for certain life choices
- develop responsible attitudes to sexuality and sexual behaviour in the light of their growing knowledge and understanding
- understand the nature and impact of separation and divorce
- understand that certain life choices can entail undesirable outcomes, such as sexually transmitted infections, HIV and abortion and how these affect people
- examine the nature, range and consequences of addictive behaviour such as eating disorders, alcohol and drug abuse
- know and understand what the law has to say about sexual intercourse between different individuals
- understand contraception, and to distinguish between natural and artificial methods, and that some methods are abortifacient
- understand the Church's teaching on sex outside marriage, artificial contraception and family planning
- see the Church's distinction between sexual orientation and sexual activity in the context of its teaching that prejudice and discrimination is both wrong and harmful to human dignity

Key Stage 5 Students should be taught to:

- appreciate and evaluate the impact of the Church's moral teaching upon personal beliefs, attitudes and conduct
- understand the Church's moral teaching on matters of life and death and how this relates to their own understanding and how it can conflict with values in daily life
- recognise the value and presence of a properly formed conscience
- apply theological and ethical principles arising from an informed conscience
- critically discuss the relationships and tensions between the demands of religious commitment and lived experience in a specific context

Appendices to this policy provide further information about the programme and resources for suggested use and teaching strategies.

Continuous Professional Development and Training

All members of Staff attend in-house INSET and have the opportunity to attend courses or network meetings on Relationships and Sexual Health Education. They then cascade to colleagues as appropriate.

The Use of External Support

Members of the Kirklees School Effectiveness team are regularly consulted, they visit school and organise training within the school. The School Nurse provides universal services and is bound by his/her professional code of conduct which expects them to maintain confidentiality if the student is within the Fraser Guidelines (with the support of other health professionals). An exception to this is issues of Safeguarding. In this case the nurse must inform the School's Designated Senior Leader for Safeguarding. The nurse must support the aims of the school and be aware of the Catholic values when speaking to students.

(All external agencies and speakers will be 'vetted' to ensure they support the Catholic Ethos of the school in their presentations).

Monitoring and Evaluation

Teachers are observed teaching RSHE as part of their Continuous Professional Development by the Head of Faculty / Department or a member of the Senior Leadership Team. Students complete evaluations after each unit of work. Teachers and visitors also complete evaluations on visits and activities. These are used to inform planning.

Roles and Responsibilities

Parents

Parents are the primary educators of their children. The school seeks to support and not replace them in this task. We recognise that parents sometimes experience and express difficulty in discussing RSE with their children. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address. Parents will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have been consulted about this policy before it was ratified by the governing body? The school will also provide parents with opportunities for consultation on the RSE programme including during the process of its review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that every parent will have full confidence in the school's RSE policy and programme.

Parental Right of withdrawal

The Academy acknowledges the roles of parents/carers as the first teachers of the child in Relationship and Sexual Health Education.

Parents have the right to withdraw their children from Relationship and Sexual Health Education (Education Act 1993), except for those elements which are required by the National Curriculum Science Orders. However parents should be aware of the late Cardinal Hume's concerns on withdrawing students from RSHE lessons as it "might well remove possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups".

Parents/carers wishing to withdraw their children from RSHE lessons are asked to notify the Headteacher in writing.

Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. Governors will consult on the policy and approve the RSE policy in accordance with the Catholic character of the school and in line with other policies. Governors will ensure that the policy is made available to parents and ensure that parents know of their right to withdraw their children. Governors will provide an effective system for the monitoring and evaluation of the RSE policy, programme and resources used. Finally, governors will ensure that the RSE policy places RSE within PHSE and provides effective coverage of the relevant National Curriculum science orders.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Vicariate for Education and appropriate agencies.

PHSE / RSE Co-ordinator

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of Continuing Professional Development (CPD). *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

Responsibility for teaching the specific RSE programme lays with the Head of PSHCE, Head of Religious Education and Head of Science.

The co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils and/or by discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Teachers of RSE

All teachers should actively contribute to the guardianship of the physical, moral and spiritual well-being of their pupils as well as fostering academic progress. Teachers will be expected to teach RSE in accordance with the Catholic character of the school. Appropriate training will be made available for all staff teaching RSE.

All Staff

RSE is a whole school issue. Every member of staff has a duty of care to uphold the dignity of all. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Outside Agencies and External Staff

Support and guidance from outside agencies and health professionals will always complement the current RSE programme and never substitute or replace teacher led sessions. The school's leadership will inform any external visitor of the school's policy and Catholic character so they are clear about their role and responsibility when delivering a session in a Catholic context. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' and the diocesan protocol for visitors to Catholic schools.¹⁰

Safeguarding

There will always be sensitive or controversial issues discussed in RSE. Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher has any concerns they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality, Partnership and Trust

All Governors, teachers, support staff, school nurses, the clergy, other external agencies, parents or guardians must be made aware of this policy. All adults working within and in partnership with St John Fisher Catholic Voluntary Academy must work consistently to uphold the values of the Academy and to offer advice and guidance that supports these values. All staff in the Academy must know the Safeguarding procedures.

Academy staff must explain to students that they cannot always offer unconditional confidentiality. They will explain that in some circumstances they will have to inform others, such as parents, guardians or the Headteacher.

Students will always be informed first that such action is going to be taken. Where a member of staff or School Nurse is aware that a student may be at risk, it is important that:

- any Safeguarding issues are addressed and the Designated Senior Leader is informed.
- wherever possible, the student is persuaded to talk to their parent/carer.
- the student receives counselling.
- the student receives appropriate health advice.

Confidentiality Statement

Collins dictionary: 'Confidentiality is the process of entrusting someone with another's secrets.'

Students, in contact with pastoral staff and others, may make a disclosure which they may not have shared with parents. If the disclosure relates to 'significant harm' to a child, then

¹⁰ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

it is absolutely necessary for the child to know that the member of staff has to share this information with the Designated Senior Leader for Safeguarding and/or Headteacher. Thereafter, a judgement would be made on whether to contact Social Care. Parents would be contacted, provided they are not part of the disclosure.

Other disclosures, perhaps sexual in nature, would involve the member of staff persuading the young person to talk to their parents. Though this is nearly always successful, the member of staff, would have to bear in mind, that if the young person was judged competent by the Fraser Guidelines, that is, he/she fully understand the whole implications of his/her predicament and possible medical procedures, then parents have no right to the information disclosed by the young person, nor could they veto any treatment so prescribed. It would seem that the judgement the young person is competent according to Fraser Guidelines is usually taken by a doctor or similar professional.

The law, if it recognises the competence according to Fraser Guidelines of a young person, will be broken if a member of staff shares information with a parent. Furthermore, in terms of data protection, a member of staff, to whom the information is passed on, would be in breach of this act if this disclosed information was shared, given that the young person was competent according to Fraser Guidelines.

It would be possible for a young person to seek medical services during school time and attend a hospital or clinic. During the time off-site it would be recorded as a medical absence on the school register.

In summary, where a member of staff, usually a senior member of the pastoral team, finds out about a sexual crisis, for instance a pregnancy, the young person involved, for nearly all cases will agree for parents to be contacted or for parents to be informed by the member of staff. It may well be that in the future, a young person will quote the Fraser Guidelines and that will be a very difficult situation for the member of staff concerned.

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

The policy is written in conjunction with Catholic teaching and the Kirklees Toolkit. The policy is approved by the Governing Body of the school

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		N	
Race		N	
Sex		N	
Gender reassignment		N	
Pregnancy, maternity		N	
Religion/belief		N	
Sexual orientation		N	
Marriage, civil partnership		N	
Age		N	

Explain in more detail

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