



Trinity Catholic College & Sixth Form
belonging to Nicholas Postgate Catholic Academy
Trust

Relationship & Sex Education (RSE) Policy

Policy Reviewed and Adopted by Board – Feb 2017

Date of Next Review: Jun 2019

Responsible Officer: Nominated Staff Director (M.Cobbold)

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education. (RSE)

We aim to: -

- Combine treatment of the biological, emotional, moral, religious and social aspects of sexuality and procreation and situate the whole in the context of marriage, the family and family relationships.
- Develop students' sense of personal dignity and self-respect.
- Provide a climate that allows individuals to feel valued and affirmed and in which students can explore their own ideas, feelings, attitudes and values.
- Give students opportunities to explore the rights, duties and responsibilities involved in relationships and the development of friendship.
- Give a clear and positive presentation of Catholic teaching about Relationships, Sexuality and Family Life.
- Encourage respect for those who represent the diversity of human experience, culture and religion that the students are immersed in.
- Help students acquire skills to enable them to make informed choices and decisions.
- Ensure that staff will feel confident and supported to take part in teaching Relationships and Sex Education Programme.

Our approach is compatible with the guidance issued by the DfE and our policy is produced in consultation with staff, governors, parents and pupils and diocesan guidance. Parents will be informed about the policy through curriculum evenings and it will be available via the school website. Paper copies will be made available on request. We set out our rationale for and approach to relationships and sex education in the school.

IMPLEMENTATION

Implementation of the policy will take place after consultation with the Governors in the _____ term 20____ .

This policy will be reviewed every year/2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is _____

DEFINING RELATIONSHIP AND SEX EDUCATION

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”¹. It is about the development of the pupil’s knowledge and understanding of her/him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”².

STATUTORY CURRICULUM REQUIREMENTS

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales³ and as advocated by the DFE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from

¹ Sex and Relationship Education Guidance, DfEE, 2000

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³ Education in Sexuality, Catholic Education Service

and support will be provided to help pupils deal with different sets of values.

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 in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. Amongst the virtues to be explicitly explored and promoted are: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to *the education of the whole child* (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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;

⁴ *Gravissimum Educationis* 1

- managing conflict positively, recognising the value of difference;
- 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;
- how to manage 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;
- how to keep themselves safe from sexually transmitted infections and unintended pregnancy, including where to go for advice.

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).

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, paternity, sex, gender identity, religion or sexual orientation or whether they are looked

after children.

BROAD CONTENT OF RSE

We teach relationship and sex education through different aspects of the curriculum. We hope to achieve our aims through a planned PHSE curriculum, using the “Journey in Love” programme recommended for the teaching of Relationship and Sex Education in Catholic Primary and Secondary Schools and through our Religious Education Work. We also teach some relationship and sex education through other subject areas (for example, science and RE),

We also work to ensure that these themes support the Relationship strand of the PSHE Association Education Programme of Study (Key Stages 1 – 4) October 2014
<https://www.pshe-association.org.uk/uploads/media/27/8113.pdf>

Teaching Methods:

As in every other area of the curriculum, opportunities will be provided for students to assess evidence, make individual and group choices and decisions, learn to listen and negotiate, look at ways of dealing with conflict and solving problems.

In discussion they will think and work both independently and with others and in doing so increase their self-awareness and self-esteem. Group work will enable students to explore other people's points of view, consider diversity, fairness and justice as well as competition, prejudice and discrimination. Developing their questioning and critical thinking skills will help students to make informed and balanced choices.

Expert input from outside speakers will be included. We shall ensure that any outside speakers are willing to work within the Catholic framework in which the School deals with education in sexuality.

CURRICULUM ORGANISATION, PLANNING AND DELIVERY

“RSE is lifelong learning about physical, emotional and moral 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...”(DFEE 2000)

The PSHE AND CITIZENSHIP has 3 elements:

- Attitudes and Values - respect, stability, love/care, decision-making, considering moral dilemmas, conscience, nurturing
- Personal and Social skills - managing emotions, confidence, self-respect, actions and consequences, managing conflict

· Knowledge and Understanding - physical development, human sexuality, reproduction, contraception, delaying sexual activity, avoiding sexually transmitted infections and unplanned pregnancy

The teaching methods used are suited to the ages and abilities of the students taught and allow for opportunities to discuss issues on a one to one or group basis. **See appendix 1 for further details on the curriculum for sex and relationships.**

SCIENCE

Key Stage 3

In Year 7 students are taught about the changes that occur during puberty. This includes the physical and emotional changes that take place. The events that occur in order for an egg to be successfully fertilised and how a foetus develops before birth are covered. The significance of fertilisation as the beginning of life is stressed.

Key Stage 4

At Key Stage 4 the role of sex hormones in the process of puberty is covered in detail. This includes discussion of how these hormones control fertility naturally and how they can be used to artificially control fertility through the use of contraceptives and treat infertility. Students will naturally ask questions during the lessons in science and staff will always respond to these questions in a sensitive and balanced manner emphasising the facts involved.

RELIGIOUS EDUCATION

The factual teaching about reproductive issues is accompanied by the ethical, philosophical, and religious teaching in RE, as detailed in this policy.

The teaching about family and relationships is also delivered via Focus Days. It is important that all staff are prepared for delivering these sensitive and important issues and the same messages are being given by all staff.

On all the family life issues we recognise that students come from widely differing family backgrounds, but that nevertheless the Church's teaching must be presented clearly and as loving and practicable by everyone.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION INCLUDING FOCUS DAYS

Relationships and sex education is taught in PSHE and CITIZENSHIP by the form tutor or by specialists where appropriate. In some cases relationship and sex education lessons are taught in single sex groups.

Key Stage 3

Awareness of the dignity of the human person created in the image and likeness of God; growing up; bodily changes; male and female physiology, and personal hygiene; feeling and emotions; respect for others, friendships and family; awareness of and skills to deal with media manipulation; responsibility in relationships; assertiveness, choices and decisions.

Key Stage 4

Development of a deeper understanding of the importance of close and loving relationships in the context of the Church's teaching on sexual morality; discussion on social and moral issues; encouraging responsibility in relationships, friendship, commitment and fidelity; sexism and prejudice; HIV/AIDS education; natural family planning, independence; values; positive self-esteem, relationships, love and marriage.

Key Stage 5

Build on the work completed at KS 3 and 4 and look to develop understanding and awareness of the important life choices and decisions and the impact they can have on the individual and others.

Develop further through discussion in tutor time led by tutors as part of the 6th form tutorial programme the importance of close loving relationships in the context of the church's teaching on sexual morality.

Discussions and Year assemblies looking and reflecting on social and moral issues encouraging responsibilities in relationships, friendship, commitment and fidelity, sexism and prejudice.

Developing further the understanding of and the personal decision making impact on natural family planning, independence, values and positive self esteem, relationships love and marriage.

TEACHING STRATEGIES WILL INCLUDE:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play

- trigger drawings
- values clarification

PARENTS AND CARERS

We recognise that parents/carers are the primary educators of their children and the school will seek to support them by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers 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 the right to be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme.

Parents have ***the right to withdraw*** their children from RSE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers 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 schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with _____ (the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE).

However, 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, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will occasionally call upon help and guidance from outside agencies and

health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator

The co-ordinator with the head teacher 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 in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and supports and complements the school's Bullying, Safeguarding and Pastoral Care policies.

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.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They 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.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. 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.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also 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. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the

values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The governing body delegates responsibility the Headteacher to monitor this policy on an annual basis. Any findings and recommendations are made to the Local Management Board, as necessary, if the policy needs modification.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Equal Opportunities Policy

Health and Safety Policy

Special Educational Needs Policy

PSHE Policy

Behaviour Policy

Anti-Bullying Policy

Safeguarding /Child Protection Policy

ICT Policy and Safe Internet Use Policy

Confidentiality Policy