

# All Saints Catholic College



## Policy for Relationships and Sex Education

Approved by Governors:

19<sup>th</sup> June 2017

Date reviewed:

11<sup>th</sup> July 2018 &  
22<sup>nd</sup> January 2020

Date to be further reviewed:

September 2021

## **OUR MISSION**

This policy is rooted in our College's mission to offer the best possible preparation for life for all our young people whilst developing their understanding of the spiritual understanding within the catholic teachings. The education in relationships will occur not just in their formal lessons but in the day to day experiences they have as members of the College community. In this sense all staff share a responsibility for living out this policy.

## **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". It is about the development of the pupil's knowledge and understanding of her or 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".

## **STATUTORY CURRICULUM REQUIREMENTS**

The Department for Education states that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

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 Wales 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 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 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: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## **AIM OF RSE AND THE MISSION STATEMENT OF ALL SAINTS**

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 mission state that we will endeavour to ensure that our children fulfil their ambitions and exceed expectations. That is in every sense of which that is meant.

In partnership with parents, to provide children and young people with an RSE programme which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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.

## **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.
- equip young people with the ability to make practical judgements about the right thing to do in particular circumstances

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;
- 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 how to avoid unintended pregnancy, including where to go for advice.

### **OUTCOMES**

#### **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 and Opportunities**

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**

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.

## **CONTENT**

### **Values and attitudes**

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier, safer lifestyle.
4. Developing good relationships and respecting differences between people.

The Religious Education curriculum implicitly delivers RSE issues at KS3 and KS4. The pupils learn many issues linked to Respect and Responsibilities.

Within the Religious Education Curriculum should enshrine Catholic values relating to the importance of stable relationships, marriage and family life. It (should promote) those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues (should) be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Organisation of School Relationship and Sex Education**

#### **Who Will Teach It?**

The delivery of RSE is the responsibility of all staff although we have planned to deliver RSE in three main areas:

- PSHCE
- RE
- Science
- IT
- The day to day acts of Collective Worship and SMSC

### **Religious Education**

#### **The children should know:**

##### **Key Stage 3**

- ◆ The impact of acts of prejudice and discrimination with links to human sexuality/gender and there effect.
- ◆ Mental Health and how to deal with worries
- ◆ Friendships, bullying and developing stronge relationships
- ◆ The concept of stewardship and our lives and the planet earth being a gift from God
- ◆ The concept of *Imago Dei* in relation to the acceptance of individuals and the importance of respect and human responsibility as being made in God's image

##### **Key Stage 4**

- ◆ Changing attitudes to marriage, divorce, sexuality, divorce, family life and human sexuality in the UK.
- ◆ Christian attitudes to sex outside of marriage.
- ◆ The purposes of marriage in Catholic Christianity and how it is shown in the wedding ceremony.
- ◆ Catholic teachings on the importance of family life.
- ◆ Christian attitudes to homosexuality.
- ◆ The different methods of contraception and the reasons for them.
- ◆ The different Christian attitudes to contraception and the reasons for them.

- ◆ The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- ◆ *Imago Dei* and abortion.
- ◆ Human beings as sexual, male and female.
- ◆ Human sexuality and its expression.
- ◆ Joseph Fletcher's situation Ethics and how this relates to the concept of marriage and divorce
- ◆ Pope Francis' 2014 encyclical 'Not just good, but beautiful'

## **Science**

### **The children should know:**

Within the Science Curriculum, Pupils will ...receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced marriage, FGM, abortion, the age of consent and legislation relating to equality). Knowing about the facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the promotion of Catholic teaching.

#### **Key Stage 3**

- ◆ That fertilisation in humans.... is the fusion of a male and female cell.
- ◆ About the physical and emotional changes that take place during adolescence.
- ◆ About the human reproductive system, including the menstrual cycle and fertilisation.
- ◆ How the foetus develops in the uterus.
- ◆ How the growth and reproduction of bacteria and the replication of viruses can affect health.

#### **Key Stage 4**

- ◆ The way in which hormonal control occurs, including the effects of sex hormones.
- ◆ Describe the stages of the menstrual cycle, including the roles of the hormones oestrogen and progesterone, in the control of the menstrual cycle.
- ◆ Explain the interactions of oestrogen, progesterone, FSH and LH in the control of the menstrual cycle, including the repair and maintenance of the uterus wall, ovulation and menstruation.
- ◆ Explain how hormonal contraception influences the menstrual cycle and prevents pregnancy
- ◆ Evaluate hormonal and barrier methods of contraception.
- ◆ Explain the use of hormones in Assisted Reproductive Technology (ART) including IVF and clomifene therapy
- ◆ How sex is determined in humans.
- ◆ Explain how sexually transmitted infections (STIs) are spread
- ◆ How sex is determined in humans.

\*Parents should be aware that children cannot be withdrawn from these Science lessons.

## **PSHCE**

### **The children should know:**

- ◆ Personal safety both in relationships and sexual activity (within the context of Catholic teachings)
- ◆ On line and sexting safety (also taught in IT)
- ◆ The dangers of grooming, FGM and forced marriage
- ◆ Mental Health and Wellbeing

## **Collective Worship**

The acts of daily Collective Worship embed the teachings of Christ and the Universal Church. This includes references to friendship and positive relationships, staying safe, bullying and loving all (including the protected characteristics of the Equalities Act).

## **Programme and Resources**

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

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion

## **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.

## **Specific Classroom Arrangements**

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Girls and boys may be taught about issues, such as sexual stereotyping and menstruation together, thus treating the issues as part of the broad sex education programme and in particular avoiding boys' misconceptions and speculation. It is important to teach about sexually transmitted infections and contraception and consider whether these issues need to be taught in mixed or single sex sessions, remembering that boys' needs must be met as well as girls.

## **AREAS OF RESPONSIBILITY**

Responsibility for the specific relationships and sex education programme lays with the senior team of All Saints.

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 often 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 developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup>.

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.

## **Governors**

- 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.
- Draw up the RSE policy, in consultation with parents and teachers;

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all 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.

## **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.

- ◆ To implement the Relationship and Sex Education Policy.
- ◆ To ensure the policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents / carers.
- ◆ To ensure the policy is reviewed regularly.
- ◆ To disseminate information to staff.
- ◆ To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- ◆ To ensure continuing professional development for staff.
- ◆ To ensure that all staff are aware of confidentiality issues and procedures.

## **PSHCE/RSE Coordinator**

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.

- ◆ To prepare long and short term plans to include Education for Personal Relationships in the Curriculum.
- ◆ To ensure the correct resources are available.
- ◆ To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- ◆ To ensure absent pupils have access to information, especially surrounding puberty.

It is important to note that all staff should be involved in developing the attitudes and values 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.

## **School Nurse/Health Service Specialists**

- ◆ To give support throughout the school, when appropriate.
- ◆ To support lessons for particular year groups as outlined in the programme

## **Procedures for the Involvement of Health Professionals and Visitors**

Visiting Health Professionals are involved in the implementation of the Sex Education Policy only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

## **The Special Needs Coordinator**

- ◆ To assist in the development of the school's policy concerning the welfare and educational needs of all children at All Saints Catholic College.
- ◆ To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

SEN pupils' provision will be linked to schools policy on differentiation for class teacher utilizing the guidance given to them by the SENDCO

## **Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers 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 will 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. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' (DfE) Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

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

'The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.' (DfE, June 2019)

## **SPECIFIC ISSUES**

### **Equal Opportunities**

In support of the Equal Opportunities Policy, all pupils of All Saints, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that the needs of all pupils, on the subject of puberty, are met.

### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should 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 they will be free from bullying and harassment from other children and young people. There will always be sensitive or controversial issues in the field of RSE. These may be matters 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...children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

The following ground rules could be used:

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.(Either their own or the pupils)
- ◆ No one (child or adult) has to answer a personal question.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts. (Unintended use of slang terms by pupils should be corrected but not punished)
- ◆ Meanings of words are explained in a sensible and factual way.

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

Supporting Children and Young People who are at risk

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 what is not appropriate in relationships. 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.

### **Vulnerable Young People**

Mainstream schools and special schools have a duty to ensure that children with special educational needs are properly included in RSE. It is important to recognise that there is a wide range of pupils who may need particular support because of their learning or physical disabilities or who have social and communication difficulties or other needs. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.(RSE Guidance 2010)

### **Safeguarding**

If staff members note a safeguarding concern during the course of a discussion, work in class, or during an external talk, they must follow the usual whole school safeguarding procedures.

All visitors to school are informed of who to speak to if a safeguarding matter arises.

### **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 Complaints**

Monitoring of the RSE programme is the responsibility of the Head Teacher and Deputy. This policy will be reviewed regularly and parents will be consulted as appropriate about any significant changes. Should parents have any complaints regarding the application or implementation of this policy, they should follow the usual College complaints procedure.

The RSE 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.

### **Further Information**

### **Useful Documents and Resources**

DfEE	<u><a href="#">Sex and Relationship Education Guidance (2010)</a></u>
DfES/DH	National Healthy School Standard – Getting Started – A Guide for Schools

### **Useful Websites**

[www.childline.co.uk](http://www.childline.co.uk)

[www.clued-up.org.uk](http://www.clued-up.org.uk)

[www.wiredforhealth.co.uk](http://www.wiredforhealth.co.uk)

[www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx](http://www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx)

[www.fpa.org.uk](http://www.fpa.org.uk)

<http://www.natsoc.org.uk/schools/curriculum/other/os1.html>

[www.brook.org.uk](http://www.brook.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

[www.nw-teenagepregnancy.info](http://www.nw-teenagepregnancy.info)

<http://www.damaris.org/cm/home/secondaryrelol>

### **Websites for parents**

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.ncb.org.uk](http://www.ncb.org.uk)