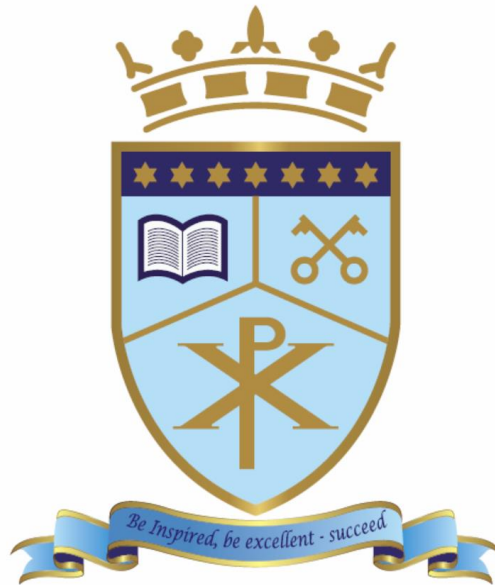


All Saints Catholic College

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Policy for Relationships and Sex Education

Approved by Governors:

14th January 2021

Review Date:

January 2022

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

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. RSE is a compulsory subject for all schools and academies from September 2020

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.

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 states 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.

OBJECTIVES

1. To develop the following **attitudes and virtues**:
 - reverence for the gift of human sexuality and fertility;
 - 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.

2. 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.

3. 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.

AREAS OF RESPONSIBILITY

Governors

- ◆ To ensure the legal framework and Church guidance is followed.
- ◆ To consult with parents on the determination of the school's SRE policy.
- ◆ To implement the sex and relationship education policy through the Head Teacher.
- ◆ To implement regular reviews.
- ◆ To make copies of this statement available for inspection by parents of pupils registered at the College and provide a copy free of charge to any parent who requests one.
- ◆ To include a summary of the content and organisation of sex education in the College Prospectus.

Head Teacher

- ◆ 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.

Lead Teacher

- ◆ To prepare resources for the delivery of RSE.
- ◆ To ensure the correct resources are available.
- ◆ To provide adequate training and preparation for the delivery of RSE

Class Teacher

- ◆ To undertake directed training to allow the delivery of RSE.
- ◆ 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.

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.

Parent

- ◆ To read this document and follow the procedures
- ◆ To answer any further questions for the child and share any feedback with school

Pupil

- To take full responsibility for your learning in RSE
- To support others so that they can understand the issues being raised
- To allow others to express their views or lack of understanding and to allow them to seek support in a safe supported classroom

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 relationship and sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty.

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

The content, and how it is divided is detailed below.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the age, family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature - for example homosexuality, contraception or sexually transmitted infections. Where relevant, factual answers should be set in the context of the teaching of the Church. Wherever a teacher is in any doubt as to how to communicate this, they should be honest with the pupil and either a) offer to find out a full answer by consulting a colleague, or b) refer the pupil to two or three colleagues who would be able to provide a fuller answer.

The following ground rules have been established:

- ◆ 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.

SAFEGUARDING

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

WORKING WITH PARENTS

All Saints Catholic College seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings, using this information as a starting point to develop parent/child conversation.

PARENTS' RIGHT TO WITHDRAWAL

Relationship and sex education at All Saints Catholic College is taught across the curriculum and it is not possible to separate all the relationship and sex education lessons. There may be, sometimes, specific lessons at which Health Professionals are invited to address the children in the presence of the class teacher. Notification of such lessons will be sent to parents in advance. If parents wish to withdraw a child they should discuss their concerns with the Head Teacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

Parents have the right to withdraw their child(ren) from all or part of the RSE programme that is not included in the Programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child from the programme should inform their child's Head of Year or a member of the senior team, in writing, of their decision. Pupils who are withdrawn will be accommodated separately and will be set appropriate, alternative work to complete.

This policy is available on the school website for our parents to read. The curriculum content for RE and Science as well as the overview of the delivery of PSHCE is also available via the school website.

Consultation regarding the RSE resources did take place in June and July 2020.

MONITORING AND COMPLAINTS

Monitoring of the RSE programme is the responsibility of the Headteacher and Deputy Headteacher.

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.

CONTENT

The structure of this model curriculum

This model curriculum covers KS3, KS4 and KS5 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (*this explores the individual*)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- **Created to love others** (*this explores an individual's relationships with others*)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- **Created to live in community – local, national & global** (*this explores the individual's relationships with the wider world*)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others. These virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

The main delivery of the RSE curriculum will be through the use of Ten Ten resources which have been created and adapted to fulfill both the DfE and CES requirements. These will be delivered in PSHCE and RE lessons, allowing RE to continue to have the 10% teaching time as per the Bishop's Directive.

Science will deliver aspects of RSE through their implementation of the National Curriculum and GCSE exam board specifications. **These aspects are compulsory and a child cannot be withdrawn from these lessons.**

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 relationship and 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'.

SPECIFIC ISSUES

Safeguarding

As detailed above, any disclosure made that relates to safeguarding will be dealt with following the schools Child Protection and Safeguarding Policy.

Confidentiality

Adults in college should never promise absolute confidentiality to pupils. When a 'disclosure' appears likely or a request for confidentiality is made the adult should always promise to be as confidential as possible. For example, 'If there is anything you tell me that describes harm or possible harm to you or another person, I may need to tell somebody. If this happens I will tell you who I am telling, when and what I am going to say.'

If a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents.

The child / young person will be offered appropriate and sensitive support.

Vulnerable Young People

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

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. RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

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.

FURTHER INFORMATION

<https://www.tentenresources.co.uk/wp-content/uploads/2020/08/One-Page-Overview-16-9-LTTF-Secondary.jpg>