

# All Saints Catholic College

*Be inspired. Be excellent. Succeed.*



## **Policy for Relationships and Sex Education**

Approved by Governors: 19<sup>th</sup> June 2017

Review Date: 11<sup>th</sup> July 2018

Date to be further reviewed: June 2019

## **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.

## **POLICY PRINCIPLES**

This Relationships and Sex Education Policy has been developed in accordance with the current requirements of the law, taking into account the Sex and Relationship Education Guidance (DfEE 0116/2000) and the College's duties under its Funding Agreement which are to:

- have regard to any guidance on Sex and Relationship Education issued further to section 403 of the Education Act 1996 to ensure that children at the College are protected from inappropriate teaching materials and that they learn the nature of marriage or other committed relationships and their importance for family life and for bringing up children
- have regard to the requirements in section 405 of the Education Act 1996 as if the College were a maintained school
- have regard to the guidance issued by the Diocese of Shrewsbury

In our College relationships and sex education is taught in accordance with the teachings of the Roman Catholic Church. It is intended to help our pupils realise their own dignity and worth as unique people, created by God and that of others. It also encourages them to come to decisions about their own sexuality, relationships and behaviours based on knowledge of themselves as physical, spiritual and emotional beings who have a part to play in our world and in accordance with the teaching of both Jesus and his Church.

The content of sex education aims to enable pupils to grow in understanding of themselves as physical, emotional, moral, spiritual and social beings. It will give them the knowledge, skills and attitudes which will help them to be them responsible adults, who see sexual expressions as something special which should be part of a stable and loving relationship, involving commitment and respect for both themselves and the other person.

At All Saints we value the importance of relationship and sex education to help and support young people through their spiritual, moral, social and cultural development.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. We acknowledge that parents are the 'first educators' of their children and that all school based learning in this area should complement the parental role. In form the policy and practice in terms of RSE both parents and pupils themselves have been consulted.

RSE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage, its sacramental nature and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

## **What is RSE?**

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage or other committed relationships for family life, stable and loving relationships, respect love and care. It is also about the teaching of sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Relationship and Sex education has three main elements.

1. Attitudes, values and beliefs:
  - ◆ learning the importance of values and moral considerations including the teaching of the Church
  - ◆ learning the value of family life, marriage and stable relationships
  - ◆ learning the value of love, respect and care.
2. Personal and social skills:
  - ◆ learning to manage emotions and relationships confidently and sensitively
  - ◆ developing empathy and self-respect
  - ◆ learning to make choices without prejudice
  - ◆ appreciating the consequences of choices made
  - ◆ managing conflict
  - ◆ recognising and avoiding exploitation and abuse
3. Knowledge and understanding:
  - ◆ learning about and understanding physical development
  - ◆ understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **The Philosophy of the School**

It is the philosophy of All Saints College that all children experience a planned programme of relationship and sex education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The content of the Relationship and Sex Education will fully reflect the school ethos.

## **Aims and Objectives of the Policy**

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To recognise that marriage is an ideal context for family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice.

- ◆ To empower children to make informed choices about their developing sexuality.

This policy supports and relates to various College Policies including:

- ◆ The Mission Statement
- ◆ Equal Opportunities
- ◆ Education for Ethnic Diversity
- ◆ Behaviour
- ◆ Health and Safety
- ◆ Personal, Social and Health Education and Citizenship
- ◆ Child Protection
- ◆ Looked after Children
- ◆ Inclusion

## **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 / Class Teacher**

- ◆ 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.

### **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

### **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.

### **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 boys' needs are met as well as girls on the subject of puberty.

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

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

Science teachers will teach Relationship and Sex Education as part of the statutory Science Curriculum. The form tutor will teach PSHE as part of the PSHE/Citizenship curriculum. Religious Education teachers will deliver some parts of the programme. The Head of RE and Head of PSHE are obliged by this policy to collaborate closely in ensuring its full implementation.

#### **Methodology and Approach**

There will be a whole-school approach (Years 7 – 11). Progression and continuity are built into the programme. The subject will be taught in PSHE lessons encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity, including issues around unwanted pregnancy and sexually transmitted infections. Clear opportunities will be provided to communicate and explore the teaching of the Church wherever relevant to the aspect of RSE under consideration.

Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness and that the opportunity for pupils to ask questions is there. Staff should try to respond to pupils' questions having in mind that RSE should be given with a view of encouraging moral considerations and the value of family life.

#### **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.

### **Confidentiality and Child Protection**

All staff members and external visitors who work with our pupils will be given a copy of the College's RSE policy and Child Protection Policy. Any nurse working within the College will be guided by the Fraser Guidelines that provide guidance for health professionals.

The Designated Safeguarding Lead (DSL) or appropriate staff member, in communication with the DSL, will have a discussion with any health professional or other adult before they meet with a pupil. This is to ensure they are familiar with the College's SRE policy and expectations regarding correct practice and the College's procedure for responding to issues, including those that may relate to Child Protection matters. Staff should ensure that pupils understand that they are not always in a position to guarantee confidentiality.

Staff should ensure they are fully aware of the College's procedures in dealing with Child Protection issues.

### **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 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 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.

### **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.

## **Content**

*All Saints Catholic College Programme for Education in Personal Relationships (SRE)  
Sex and relationship education is delivered within broad themes within PSHE, Science and RE. This is linked to statutory requirements, see SRE Guidance 2010.*

### **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.

### **Personal and social skills**

Relationship and Sex education should prepare young people for an adult life in which they can:

- ◆ Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- ◆ Be aware of their sexuality and understand human sexuality;
- ◆ Understand the arguments for delaying sexual activity;
- ◆ Understand the reasons for using protection in a sexual relationship;
- ◆ Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- ◆ Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- ◆ Communicate effectively;
- ◆ Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- ◆ Avoid being exploited or exploiting others;
- ◆ Avoid being pressured into unwanted or unprotected sex;
- ◆ Access confidential sexual health advice, support and if necessary treatment;
- ◆ Know how the law applies to sexual relationships.

### **Knowledge and understanding**

The majority of Relationship and Sex education will be delivered through PSHE, Science and RE lessons.

Within Key Stage 3, the pupils will learn;

- About physical and emotional changes during puberty
- About the emotional development of relationships
- Human fertilization and the point of conception
- About responsibilities of being a parent
- About Respecting other people and changes that occur
- About choices of contraception and safety
- How to help friends and look out for others
- About making choices and the consequences of these choices.

Within Key stage 4, pupils will know

- The difference between a healthy and unhealthy relationship
- About different forms of contraception
- About biological explanation of pregnancy
- The realities of Parenting
- How to adapt to change and circumstances
- Respecting difference and diversity
- Challenging myths linked to difference and diversity
- Understand how the law works to protect victims of domestic violence

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

Within the Religious Education Curriculum, the children should know:

### Key Stage 3

- ◆ The impact of acts of prejudice and discrimination with links to human sexuality and their effect.

### Key Stage 4

- ◆ Changing attitudes to marriage, divorce, sexuality, 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.
- ◆ Pope John Paul II's 'Theology of the Body'.
- ◆ Human sexuality and its expression.

Within the Science Curriculum, the children should know:

### 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.

### **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 are 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.

For some lessons highlighted as 'Sensitive' on the Index of KS3 lessons, on topics such as contraception and sexually transmitted infection, an affiliation with the Religious Education Department and the School Nurse/ Mentor may be offered.

### **Curriculum Entitlement**

Relationship and Sex education will be taught at All Saints Catholic College within a discreet PSHE lesson and implicitly through RE and Science. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

### **Procedures for Reviewing the Effectiveness of the Programme**

Topics are reviewed through short-term plans.

Staff and Governors review the Relationship and Sex Education Policy on an annual basis.

### **Specific Issues:**

#### **Child Sex Abuse Procedure**

The Child Protection Procedures as laid down by Tameside LEA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the school area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

#### **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 schools policy on differentiation for class teacher and use of the Health Mentor/ School Nurse has also been requested to help students accessing parts of this curriculum.

(SRE Guidance 2010) Mainstream schools and special schools have a duty to ensure that children with special educational needs are properly included in SRE. 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.

## **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**

### **Useful Documents and Resources**

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

### **Websites for parents**

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

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