

All Saints Catholic College

Be inspired. Be excellent. Succeed.



Policy for Relationship and Sex Education

Approved by Governors:

16th November 2016

Review Date:

November 2017



ALL SAINTS CATHOLIC COLLEGE

Be inspired. Be excellent. Succeed.

VISION STATEMENT

We are a Catholic community dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations.

We work together as a family through mutual respect so that everyone succeeds academically and grows spiritually.

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;
- have regard to 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 knowledge, skills and attitudes which will help them to be 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.

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 about the development of the pupil's knowledge and understanding of themselves as sexual beings, 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. 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.

OBJECTIVES

To develop the following attitudes and virtues:

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

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

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

THE PHILOSOPHY OF THE SCHOOL

It is the philosophy of All Saints College that all children experience a planned programme of Relationships 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 Relationships and Sex Education will fully reflect the school ethos.

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

All Staff

RSE is a whole school issue. All adult members of the community 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 are expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made

available for all staff but especially those teaching RSE. All staff will be given this policy to read and enact within their actions in the school.

Governors

- ◆ To ensure the legal framework and Church guidance is followed.
- ◆ To consult with parents on the determination of the school's RSE 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

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.

Policy Formation and Consultation Process

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance* 0166/2000. It has been written using these guidelines, the guidance from the Diocese of Shrewsbury and previous RSE policies.

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.

ORGANISATION OF SCHOOL RELATIONSHIP AND SEX 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 Heads of RE, PSHE, and science 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 a form based PSHE lesson 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 teachings 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 discussions of sensitive issues.
- ◆ 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 Head Teacher or the Designated Safeguarding Lead (DSL) or pastoral staff will have a discussion with any health professional or other adult, working within the context of RSE, before they meet with a pupil. This is to ensure they are familiar with the College's RSE 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.

PARENTS' RIGHT TO WITHDRAWAL

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 the Head Teacher, 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 Head Teacher.

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 Relationships and Sex education is delivered within broad themes within PSHE, Science and RE. This is linked to statutory requirements, see SRE Guidance 2010.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

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'

(John, 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 (and the Welsh Assembly Government), RSE will be firmly embedded in the PSHE/RE/Science 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.

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.

Relationship and Sex Education in PSHE

Topic	Year 7	Year 8	Year 9	Year 10	Year 11
LGBT	✓	✓	✓	✓	✓
Cyber bullying / Sexting	✓	✓	✓	✓	✓
About me	✓				
Taking responsibility	✓	✓	✓	✓	✓
Relationships	✓	✓	✓	✓	✓
Peer Pressure	✓	✓	✓	✓	✓
Contraception			✓		✓
STI and sexual health			✓	✓	✓
Puberty	✓		✓	✓	✓

NOTIFICATION TO PARENTS

Parents of Year 7 parents will be given advance notice when elements of the PSHE curriculum relate to aspects of RSE. This will be in the form of a letter.

The RSE policy will be displayed on the College website and parents will be asked to feedback if they so wish.

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 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. All work must ensure that the needs of both boys and girls are met.

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

The PSHE programme is reviewed annually. Topics within RE and Science are reviewed in accordance with exam board stipulations.

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.

Children's Questions

The All Saints Community 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.

Controversial or Sensitive issues

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. 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.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail).

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 question hints at abuse, is deliberately tendentious or is of a personal nature.

Vulnerable Young People

SEN pupils' provision will be linked to school policy on differentiation for class teachers, 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 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.

Child Withdrawal Procedure

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 will 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 is always 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.

Procedures for the Involvement of Health Professionals and Visitors

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

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.

The policy will be made available on the school website so that current parents and those of potential pupils are fully aware of the school's position in this matter.

Dissemination of the policy

Every parent or guardian can request a copy of the policy. A copy of the policy is sent to those parents and guardians who request one. A copy can be obtained from the Head Teacher or from the school website.

The policy is presented to all staff and other staff involved in delivery.

Further Information

Useful Documents and Resources

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

Useful Websites

www.childline.co.uk

www.clued-up.org.uk

www.wiredforhealth.co.uk

www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx

www.fpa.org.uk

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

www.brook.org.uk

www.bbc.co.uk

www.teachernet.gov.uk/pshe

www.nw-teenagepregnancy.info

<http://www.damaris.org/cm/home/secondaryrelo1>

Websites for parents

www.parentlineplus.org.uk

www.ncb.org.uk