



Policy for Relationships and Sex Education in St Robert of Newminster Catholic School and Sixth Form College

Date: September 2018

Aims of our RSE Programme

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships with others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

There are five main elements to our RSE programme:

- ❑ Developing confidence and responsibility in making decisions
- ❑ Understanding the views of the Catholic Church with regards to sex and relationships
- ❑ Developing healthy, safer lifestyles
- ❑ Developing positive relationships and respecting the differences between people
- ❑ Empowering young people's individual rights to determine their own life and choices.

Partnership with parents/carers

Most of a pupil's informal relationships and sex education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, RSE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to contact the Headteacher in writing, so that he can be made aware of the reasons and provide alternative arrangements. The DfE has produced a free leaflet that explains this position.

Involvement in APAUSE and delay Programme

St Robert's has been involved in the APAUSE (Added Power and Understanding in Sex Education) programme based at the University of Exeter for over 12 years, working in partnership with Sunderland area Risk and Resilience team. The programme is evidence based and is fully evaluated. It has regularly won praise in local and national press. One of the key features of APAUSE is the involvement of sixth-form students as peer-mentors and this has been of great benefit to the mentors as well as the students involved in the sessions. We supplement the APAUSE programme with our devised programme which has evolved from staff and student feedback.

Students take part in six APAUSE (*Added Power and Understanding in Sex Education*)/Delay sessions in conjunction with Exeter University and Sunderland Primary Care Trust and 'The Delay' programme advocated by the Catholic diocese of Hexham and Newcastle, during their usual PSHE lesson.

The APAUSE/Delay programme is intended to engage young people with their tutor (in the first three sessions), sixth-form students (in the following three sessions) and each other, as well as challenging myths about personal relationships and provide research-based information to influence perceptions about social norms. This is intended to then help develop positive values and moral frameworks through reflective discussion that will guide young people's decision-making and encourage safe, responsible and healthy



behaviour patterns. Whilst discussing any aspect of relationships and sex education, pupils will be reminded of any relevant teachings of the Catholic Church.

Moral and values framework

“The inclusion of positive, person-centred education is at the heart of Catholic Christian education. This education is about the growth, development and journey of the whole human person towards becoming ‘fully human, fully alive’ as a unique creation made in God’s image” (Education in Sexuality, CES).

Any approach to relationships and sex education must be presented as part of the Church’s teaching about what it is to be truly human in Christ. This places it firmly in the context of personal relationships (*Education for Personal Relationships’ Diocese of Hexham and Newcastle 2001*).

“It is crucial for the moral health of our society that we rediscover the true place of sex in human relationships” (Archbishop Murphy-O’Connor. The Tablet p1723 December 16th 2000)

The vision of education promoted and pursued by the Catholic community has always emphasised that our aim is to educate the whole person....We cannot make this claim and then omit ‘positive and prudent’ RSE; *“sexuality is a fundamental component of personality, one of its modes of being...it is an integral part of the development of the personality, and of the educative process”* (Educational Guidance in Human Love). Sex and Relationship Education – A Briefing Paper for Governors. Religious Education Centre, Diocese of Hexham and Newcastle 2001).

In St Robert’s we focus on teaching RSE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

St Robert’s is a Catholic school where all teaching and learning is rooted in gospel values and takes place in an ethos of care for the whole child. It is our aim that all students regardless of confidence, prior knowledge, experience or sexuality feel included and respected during RSE lessons.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Currently, Year 7, Year 8, Year 9, Year 10 and Year 11 students take part in RSE sessions. It is hoped that this will eventually be expanded to include Sixth Form in the future. Small target groups will take place as required looking at issues such as menstruation etc.

Links with other policies

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying reference needs to be made to the relevant school policy.

Organisation of RSE

RSE is part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE lessons and lessons on relationships which occur in RE. There is also a cross-curricular dimension and all areas of the curriculum can make positive contributions to developing pupils’ knowledge, understanding and appreciation of sexuality education, and their ability to discern and make judgements (RSE in the Secondary School, Religious Education Centre, Diocese of Hexham and Newcastle 2001).



Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately. Tutors (as teachers of PSHE) have the main responsibility for teaching about RSE in the classroom as a part of the PSHE programme.

Year	Content
Year 7	<p>Explore the importance of friendship Consider different types of friendships Qualities that make a good friend Identify the range of relationships in their lives Consider what different relationships mean to us Develop an understanding of how relationships might change over time. Identify the many factors that influence decision making Understand the different effective ways of making decisions. Consider the concepts of negative and positive risk weighing up the risk within a given context.</p>
Year 8	<p>Understand the nature of friendship Identify the importance of having a variety of social and personal relationships Reflect on our strengths and Identify and name some of my good qualities. Consider good qualities in others. Speculate as to why we don't boost our self-confidence more. explore our own value sand considered those of others Evaluate and defended our decisions and views on a variety of issues. Consider the reasons why friendships can sometimes be difficult. And discuss ways of dealing with friendship problems in order to avoid problems.</p>
Year 9	<p>To consider where relationship pressures come from. Recognise how we put each other under pressure Identify ways of resisting pressure. Identify feelings when it comes to saying 'no' to someone and exploring why at times we should say 'no' Identify and explore planned strategies for how to say 'no' Identify the motivators for engaging on a sexual relationship. Speculate on the feelings/ consequence which might occur as a result of a sexual relationship. Explore how we can address some of our needs in a relationship in other ways.</p>
Year 10	<p>Identify different methods of contraception Explore values around contraception</p>
Year 11	<p>To be able to recognise the names of common STI's To show an understanding of how STI spread and how to avoid them.</p>



Year 9 students will also attend a showing of “Chelsea’s choice”. The 40 minute production and post-show Q&A have proven highly effective in raising awareness of:-

- Healthy Relationships
- Safe Internet Use
- Risky Behaviour
- The Grooming Process
- Child Sexual Exploitation
- Where young people can go for help and advice

Year 10 and Year 7 will attend a session led by “Ten Ten” – this will also be offered to parents this year.

‘The Birthday Party’ is a story about friendship, new beginnings, bullying, aspiration, and the impact of social media on relationships. It helps young people to see their true innate value through the eyes of God.

‘Babies’ covers a wide range of themes dealing with teenage pregnancy, abortion, parenthood, relationships, marriage, family life, love and responsibility. It enables young people to understand delicate issues with their hearts and minds.

Staff training

Training for all staff involved with the delivery of RSE will be provided in the form of a school-based one hour session where the materials are discussed and tutors have opportunity to familiarise themselves with the content and clarify any concerns or issue regarding delivery. All teachers and other staff members who are required to teach RSE will have access to relevant resources and documentation. Staff can then seek further help, clarification or assistance from the RSE Co-ordinator at any time.

Teaching strategies

As much as possible we provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Confidentiality and child protection

All staff members and any external visitors, who work with our pupils will be given a copy of this policy and our School's Child Protection Policy. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

The RSE coordinator will meet with any visitor who is to work with our students to ensure that their input is in line with our distinct Catholic nature and to ensure a ‘positive and prudent’ (Declaration on Christian Education) approach.

We make clear to pupils what our procedures are with regard to confidentiality and child protection issues.

Similarly if difficult questions are asked in class adults will follow agreed practice based on DfE Sex and Relationship Education Guidance 2000, National Healthy Schools Standard and ‘Education for Love, Some Reflections’, CES 1998.

Monitoring of RSE

Our Science, RE and PSHE Co-ordinators will monitor teaching and learning according to our school’s policy. Implementation will be monitored by the RSE Co-ordinator.



Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of RSE. Students are assessed students in PSHE using the suggested framework of the non-statutory National Curriculum guidance for PSHE.

Appendix:



Please note: Within PSHE all aspects of the curriculum are taught within the framework of the Catholic Ethos of our school. Where a question is asked (by teacher or student) answers are explored from a variety of views, always including the RC Church view.

Year 9 RSE lessons are planned to coincide with RE lessons exploring Values.

Key Stage 3 – Relationships and Sex Education in the Curriculum		
PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore RSE within the national curriculum:
<p>The range and content, key concepts and processes include:</p> <ul style="list-style-type: none"> • examples of diverse values encountered in society and the clarification of personal values • physical and emotional change and puberty • sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities • the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement 	<p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> • The human reproductive cycle includes adolescence, fertilisation and foetal development • Conception, growth, development, behaviour and health can be affected by diet, drugs and disease <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health <p>Explanatory notes:</p> <p>Sexual health: includes issues related to</p>	<ul style="list-style-type: none"> • What is ‘normal’ physical development during adolescence and what is a positive body image? • What is sexual attraction and sexual orientation and how does it vary between people? • How do friends, culture, faith and family influence beliefs and attitudes to sex and relationships? • How may our relationships with peers and family change during adolescence? • How do I feel about these changing relationships? • What skills do I need to cope with this? • What messages about our bodies, sex and relationships does the media present and how is this different to reality? • How does this make me feel? • What is my attitude to positive body image, how does this vary for men/women/disabled people, and how are my views affected by peers, family, community and the media? • What affects our self-esteem – and how does self-esteem affect our emotional health and relationships with others? • What factors makes a loving and happy relationship?



<ul style="list-style-type: none"> • different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships • the nature and importance of marriage and of stable relationships for family life and bringing up children • the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities 	<p>contraception, pregnancy and disease</p> <p>Diet, drugs and disease: This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<ul style="list-style-type: none"> • What factors can make relationships unhappy? • What is equality in relationships and what are the characteristics of unequal relationships? • What is the value of stable relationships and how are people affected by separation and loss? • What are the different ways of expressing sexual intimacy, and what are the associated risks of STIs and pregnancy? • What is the law on consent to sexual activity? • What do I understand about consent in relationships? • What skills and attitudes do I need to develop in relationship to it? • How do I assess risk in sex and relationships? • What are some of the influences on our choices about sex and relationships and how can I deal with peer pressure? • How do males/females behave differently in relationships and what other choices do they have? • How does alcohol and drugs affect sexual behaviour? • What are sexually transmitted infections, how are they transmitted, treated, tested and prevented (including condoms)? • What is the role of hormones in the menstrual cycle and how does fertility change with age? • How do women get pregnant and what sexual activities can / cannot lead to conception? • What choices does a woman have if she gets pregnant, including keeping the baby, abortion and adoption?
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		<ul style="list-style-type: none"> • What are the different types of contraception including emergency contraception and how are these used? • How can I talk to my parents or a trusted adult if I need help and advice? • What can I expect from contraception and sexual health services and where and when are these services available?
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Key Stage 4 – Relationships and Sex Education in the Curriculum		
PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore RSE within the national curriculum
<p>The range and content, key concepts and processes include:</p> <ul style="list-style-type: none"> • the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them • how the media portrays young people, body image and health issues • the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities • where and how to obtain health information, how to 	<p>Organisms and health</p> <ul style="list-style-type: none"> • Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments 	<ul style="list-style-type: none"> • How can conflict arise in relationships with my peers, family and others and how can I deal with it? • What are my relationships values? • How can good communication lead to more understanding and fulfilling relationships? • What are some of the sources of power in relationships including financial, emotional, age and gender and what are the options in relationships where power is unequal? • How skills do I need to resist pressure to do things I don't want to do - from peers and in a sexual relationship? • What can I do to retain control in risky situations? • How can I cope with strong feelings such as anger, sadness, desire and love? • What are the features of different methods of contraception and what protection do they offer in terms of STIs and pregnancy?



<p>recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid</p> <ul style="list-style-type: none"> • characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis • parenting skills and qualities and their central importance to family life • the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. 		<ul style="list-style-type: none"> • Is responsibility for contraception and protection shared in relationships and how can responsibility be negotiated? • How do alcohol and drugs affect sexual decision-making and what strategies can reduce the risks? • What are the responsibilities of being a parent and what skills do I need? • How can I contribute to challenging bullying, homophobia, sexism and discrimination? • What are some of the social and personal impacts of having an STI, for example HIV, and how can social stigma be challenged? • What is my attitude to the way in which the media present sex and relationships and how is reality distorted? • What sexual and reproductive rights do I have as a young person (including rights relating to information, healthcare, confidentiality and the law)? • How can I talk to my parents or a trusted adult if I need help or advice? • What is the full range of services, help and information available to me including local contraception and sexual health services, counselling, pharmacists, GPs, drop-in services for young people, telephone help-lines and internet sites? • Am I confident enough to access help and support?
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