



St Robert of Newminster Catholic School & Sixth Form College

Policy for Relationships and Sex Education

Mission:

Provide a curriculum that fosters:

- Respect for all people as children of God
- Relationships with one another based on mutual respect and care
- An understanding of the teachings of the Catholic Church
- A focus on the importance of human sexuality, marriage and parenthood

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in July 2020. This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is March 2022.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Defining Relationship and Sex Education

The DfE guidance states that “**children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way**”¹. 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.

In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”²

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.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² CES A Model Policy for Relationships and Sex Education 2016 Revised 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.

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 framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues, which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted:

- Faithfulness
- Fruitfulness
- Chastity
- Integrity
- Prudence
- Mercy
- Compassion

Aim of RSE

As a Catholic community, we believe that sex and relationships education (RSE) is integral to the lifelong learning process and the belief that we have been uniquely created in the image and likeness of God. As such, all people have special value and worth. It is firmly rooted in the school's personal, social, health and economic education programme and there will also be cross over with some of the themes in their daily lessons such as RE, Science, ICT, Food & Nutrition and Physical Education.

The school supports the parents and carers as the primary educators in RSE and responds to the needs of the students to enable them to make responsible and well-informed decisions as young people. Every member of staff who delivers RSE, either as a form tutor delivering the PSHE education programme, or as a subject teacher or member of support staff, understands that they are part of a holistic and integrated programme across the curriculum.³

³ St Robert of Newminster Catholic School & Sixth Form College statement on RSE



It is in this context that we commit ourselves: in partnership with parents, to provide children and young people with a “positive and prudent sexual education”⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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.

Inclusion and Differentiated Learning

⁴ Gravissimum Educationis 1



We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Ten Ten's new programme, **Life to the Full**, will teach Relationship and Sex Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. Given that RSE will become a statutory subject for all schools from September 2020, Ten Ten are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance). The programme will deliver teaching through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information about Ten Ten can be found at their website:

<https://www.tentenresources.co.uk/>

SCHEME OF WORK

Life to the Full for secondary schools is a fully-resourced programme of study which will fulfil the forthcoming statutory curriculum in RSE for Catholic schools. This scheme of work is based on the Model Catholic RSE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education. It will be the first, and currently the only, programme of its kind to fulfil the statutory curriculum for Catholic secondary schools.

The programme is currently in development and will be rolled out in three phases:

Cinema-in-Education sessions – available now

- 7 Cinema-in-Education sessions
- Follow-up classroom resources
- For KS3, KS4 and KS5

Life to the Full – Foundation Level– available now

- 2 Programmes of Study: Foundation 7-8 and Foundation 9-11
- Each containing 7 lessons each (or 14 lessons if extended)
- Foundation 9-11 may be run with Sixth Form

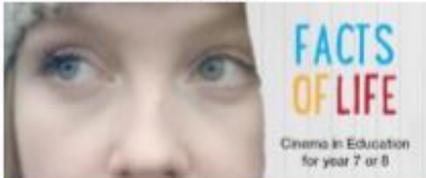
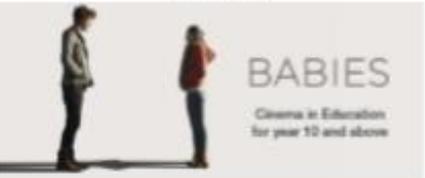
Life to the Full – Advanced Level – available Autumn 2020

- 3 Programmes of Study: Advanced Year 8, Advanced Year 10, Advanced Year 11
- Each containing 7 lessons each (or 14 lessons if extended)
- All pupils should undertake the Foundation Level before moving on to the Advanced Level

By implementing **Life to the Full** in your curriculum over the coming year,
your RSE provision will be fit-for-purpose in readiness for statutory RSE in September 2020.

CINEMA-IN-EDUCATION SESSIONS

Available now

<p>Year 7</p> 	<p>Year 8</p> 	<p>Year 9</p> 	<p>Year 10</p> 
<p>Session 1: Film and discussion session</p> <p>Session 2: Seeking and Offering Support</p> <p>Session 3: Looking in the Mirror</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Trust the Truth (Part 1)</p> <p>Session 3: Trust the Truth (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: The Gift of Self</p> <p>Session 3: The Gift of Sex</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Responding to an Unexpected Pregnancy</p> <p>Session 3: Safe Sex or Save Sex?</p>
<p>Year 11</p> 	<p>Year 12</p> 	<p>Year 13</p> 	<ul style="list-style-type: none"> - Each session fits into a 50-minute lesson; - "Film and Discussion" sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so are best being led by members of staff confident leading this aspect of the work.
<p>Session 1: Film and discussion session</p> <p>Session 2: Truth or Lie? (Part 1)</p> <p>Session 3: Truth or Lie? (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Life in Sixth Form (Part 1)</p> <p>Session 3: Life in Sixth Form (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Human Trafficking (Part 1)</p> <p>Session 3: Human Trafficking (Part 2)</p>	

ONE-PAGE OVERVIEW

	RE	RE, PSHE or Tutor time						Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-education
Foundation 7-8	Who am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly	Facts of Life
Advanced 7-8	Created and Chosen	Deepest Identity	What do I do with these feelings?	Before I Was Born	When Relationships Get Tough	Think Before You Share	Living in an Unjust World	The Trouble With Max
Foundation 9-11	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility and Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Advanced 9-11 (Part 1)	Authentic Freedom	Body Image	Values, Attitudes and Beliefs	Pregnancy and Abortion	Parenthood: Ready or Not?	Exploitation	Moral Questions	Babies
Advanced 9-11 (Part 2)	Respect	Keeping Well... on the outside	Keeping Well... on the inside	Family Time	Can't Stop the Feeling	Sexual Health	It's a Hard World	Truth and Lies
Sixth Form (Part 1)	Title tbc	Common Room						
Sixth Form (Part 2)	Title tbc	Bakhita's Prayer						

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Relationships education, relationships and sex education (RSE) and health education: FAQs

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.⁵

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's

⁵ <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with pastoral tutors and curriculum staff from other areas of the school i.e. RE, P.E., Science

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁶. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The governors 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.

⁶ CES Checklist for External Speakers to Schools, 2016

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter 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.

Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.