



Broughton Hall Catholic High School

RELATIONSHIPS AND SEX EDUCATION POLICY

POLICY FORMATION AND CONSULTATION PROCESS

The Director of PSHE/Careers and Curriculum Manager are jointly responsible for the Relationships and Sex (RSE) policy. The following stages were undertaken:

- the previous RSE policy was reviewed by the curriculum sub-committee
- the PSHE Co-ordinator consulted with the LA PSHE Adviser
- the curriculum sub-committee made final amendments to the policy to meet the requirements as outlined in the Sex and Relationship Education Guidance (DFES, 2000); Not Yet Good Enough (OFSTED, 2012), A Model Catholic Secondary RSE Curriculum (Catholic Education Service 2016) and Sex and Relationships Education for the 21st Century (Brook, PSHE Association, Sex Education Forum, 2014) to ensure that RSE is taught in the context of current relevant legislation including the Equality Act (2010) and the Children Act (2004)
- the policy was adopted by the full governing body in October 2018.

The following issues were considered:

- aims of the RSE programme
- moral and values framework
- content of the programme
- delivery of the programme
- teaching approaches
- use of visitors
- disciplinary procedures
- counselling and support
- monitoring and review of the programme

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science in addition to teaching about HIV, AIDS and sexually transmitted infections. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

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’ (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 and support will be provided to help pupils deal with different sets of values.

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 and compassion.

AIMS OF RELATIONSHIPS AND SEX EDUCATION (RSE) AND THE MISSION STATEMENT

Broughton Hall Catholic High School believes that RSE is an education entitlement of all pupils and an integral part of each pupil’s emergence into adulthood. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. 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” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

We aim 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 aim of this policy is to clearly communicate to staff, parents, visitors and pupils:-

- the manner in which RSE will be delivered in this school
- the framework for the delivery of effective RSE
- the support network available

Other school policies which have relevance to RSE are:-

- PSHE and Citizenship
- Drug education
- Confidentiality
- Safeguarding
- Anti-bullying
- Teaching and Learning
- SEND
- Equal Opportunities
- Behaviour for Learning
- RE
- Science
- ICT

MORAL AND VALUES FRAMEWORK

The Catholic ethos of the school strives to demonstrate that we respect and value every member of the school community. Pupils will be encouraged to consider the importance of the following values, which are derived from the schools' value system:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to their family, the school and the wider community

EQUAL OPPORTUNITIES

Broughton Hall Catholic High School is committed to working towards equality of opportunity in all aspects of school life. The school aims to ensure that teaching and learning is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) as required by the Equality Act (2010).

All resources and methods have been checked against the following equal opportunities criteria:

- Is it likely to appeal to its proposed audience?
- Is it consistent with our agreed policy aims and objectives?
- Is it appropriate for the needs of our students in terms of language and images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable us to take pupils emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit the needs of our students?
- Do we feel comfortable about using this resource?

- Do we feel there is an undue bias in this resource?
- Is it factually correct?
- Will any staff training be needed?
- Is it well designed, flexible, durable, easy to use and store?
- Does it conform to the legal requirements for personal relationships education?

RESOURCES

All resources are regularly reviewed and updated in line with the education aims of this policy and reflect points from A Model Catholic Secondary RSE Curriculum (Catholic Education Service 2016) and Sex and Relationships Education (SRE) for the 21st Century (2014). Resources used:-

- Support the aims of RSE
- Are factual and up to date
- Are inclusive and appropriate to the needs of the pupils
- Offer a range of activities that encourage active and participatory learning methods
- Give accurate and balanced facts, not aiming to shock or horrify
- Meet statutory and non-statutory learning outcomes
- Cross reference to target age, National Curriculum Key Stages and cross curricular subjects
- Provide guidance on the knowledge, understanding and skills required to deliver the materials

CONTENT

RSE provides knowledge, and encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible healthy and safe way. It will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. The programme will be spiral in nature and include the following topics:

Key Stage 3:

Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, STIs, HIV/AIDS, safer sex, sexuality, support agencies, sex and the law, life stages, consent, FGM, sexual exploitation, healthy relationships, pornography, sexting and grooming.

Key Stage 4 & 5:

Birth processes, breastfeeding, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyle, consent, sexuality, support agencies, prejudice and stereotyping, different faiths and cultures.

Detailed information can be found in the scheme of work.

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 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 promotion of Catholic teaching.

Reviewed: December 2018

Next Review: December 2019

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

ASSESSMENT AND EVALUATION

Elements of RSE within the Science curriculum will be formally assessed. PSHE teachers are required to assess pupil work and complete topic evaluation sheets provided by the PSHE Co-ordinator.

ORGANISATION

RSE is co-ordinated by the Director of PSHE/Careers who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- planned aspects within the PSHE, Science, ICT and Religious Education curricular
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects.
- Health Days and TIE which are supported by external agencies i.e. Bambi (NHS), Armistead, Catch 22 and Life.

A variety of teaching approaches are used to:

- provide pupils with relevant information
- enable moral issues to be explored through discussion
- acquire appropriate skills

Details can be seen in the scheme of work.

Pupils are taught in mixed ability groups.

A wide range of teaching resources are available to teachers and for inspection by parents/carers through the co-ordinator.

With regard to RSE it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved and will be supported through an in-service training programme. All staff are requested to teach within the school's value framework as outlined and not allow their personal beliefs and attitudes to influence the teaching of RSE within the PSHE framework.

SPECIFIC ISSUES STATEMENTS

It is an offence for a teacher to have a sexual relationship with a full time pupil in the same school.

The following issues may occur as part of RSE. Staff, parents and pupils need to be aware of the school's procedures.

Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain action will ensue. At the same time

pupils will be offered sensitive and appropriate support. These procedures will be adhered to by all adults.

Disclosure of suspicion of possible abuse

The school's safeguarding procedures will be followed.

Disclosure of pregnancy or advice on contraception to under 16s

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Information and guidance will be sought from a health professional. The school will always encourage pupils to talk with their parents/carers first. Pupils should be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parents/carers. It will need to be checked.

If pupils refuse to tell their parents/carers the adult should refer them to a health professional. The adult should report the incident to the Lead Safeguarding Officer (Mrs Debbie Lodge) who will consult with the health professional and Head Teacher about informing the parents/carers.

Working with parents and pupil withdrawal procedures

The school is committed to working in partnership with parents/carers. Under the 1993 Education Act parents have the right to withdraw their children from all or part of the RSE programme except for those parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to make an appointment with the Curriculum Manager or the PSHE Co-ordinator to discuss their concerns. They will discuss the possible impact that withdrawal may have on the pupil and they will talk with the parents/carers about the pupil's possible negative experiences or feelings that may result from exclusion and ways which these can be minimised. Once a child has been withdrawn they cannot take part in later personal relationships education without parental approval.

Complaints Procedure

Any complaints about the RSE curriculum should be made to the Curriculum Deputy Head who will report to the governors via the link governor (Mrs Buckley).

HIV/AIDS, Contraception, Abortion and Sexuality

As part of the RSE programme issues of HIV/AIDS, contraception, abortion and sexuality are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider their attitudes and values within the moral framework outlined earlier. They will be made aware of the difference between fact, opinion and religious belief.

Family life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

Outside Agencies

Outside agencies e.g. Life, Armistead and Brook will be used to support and assist the teachers in the development of classroom-based work. They are used to support annual health days and are required to work within the school's moral framework outlined earlier.

HIV/AIDS Policy

The school follows the procedure outlined by the Local Authority and City Council with regard to supporting pupils or staff infected or affected by HIV/AIDS. See relevant document.

DISSEMINATION OF THE POLICY

The full policy and curriculum programme are available to all members of the Governing Body, teaching and non-teaching staff, parents/carers, the LA and OFSTED via the school website.

EVALUATION, MONITORING AND REVIEW

The programme of study will be evaluated on an annual basis reflecting both teacher and pupil feedback. The purpose of evaluation is to inform the development of the programme of study. The RSE provision will be monitored by the Director of PSHE/Careers in consultation with the Curriculum Deputy, the Director of RE and the Governing Body and staff.

An annual report will be made to the governors.

The nominated governor Mrs M Buckley will have a link role between the school and the Governing Body.

This policy is scheduled for review in 12 months' time.