

St Alban's Catholic High School



Relationship and Sex Education Policy

School Mission Statement

St. Alban's Catholic High School strives to provide an excellent education for our students within a caring Christian community where all are respected, valued and supported to achieve their potential. We aim to inspire everyone with the strength and purpose to begin the journey of learning for life and to prepare our students to lead by their example in the modern world.

Approved by Pupil Committee on: 12th November 2018

Recommission Date: November 2020

Section 1 Church teaching

Education in Relationships and Sex enhances holistic human development. In this context relationships and sex education contributes to both students' personal development and the Common Good. Through learning of God's love for them, students will learn how to love faithfully. The teaching of the Church on human sexuality and the dignity of life is coherent and unified, constituting a "consistent ethic of life."¹ This approach encourages young people to enter into a deeper relationship with God, themselves and others and is founded on a realization that:

- every human life has an intrinsic and absolute value through being created by God and in the image of God;
- this value derives from the simple fact of existing and is not dependent on age, ability or any other characteristic;
- self-care and respect for one another must underlie all human relationships.

The following quotation is a brief summary of Catholic teaching and is the foundation of Relationships and Sex Education at St Alban's:

The Catholic Church, of which our schools are part, recognizes that we are created in the image of God. Christ, in becoming man, affirmed the goodness of the body and soul, which together make us fully human. Catholic schools are called to commit to the education of the whole child and therefore RSE 'should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.' (Catholic Education Service, 2016)

The government also recognizes the RSE 'is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.' (DfEE 0116/2000)

As a school we follow statutory requirements and have given consideration to the following documents:

- ***The Learning and Skills Act 2000.*** This act states that where RSE is provided, it should ensure that young people learn about the nature of marriage and its importance for family life and bringing up children, and that teaching and materials are appropriate for the students' age and religious and cultural background.
- ***The Department for Education and Employment 2000 document, Sex and Relationship Education Guidance.*** This discusses the delivery of RSE through the PSHE framework to help schools plan RSE policy. It contains teaching strategies, suggestions for working with parents and advice on confidentiality.
- In addition, attention has been given to the documents ***Good Practice in Developing a School RSE Policy*** and ***A model Catholic Secondary RSE Curriculum*** both from CES (The Catholic Education Service which is an agency of the Catholic Bishops' Conference of England and Wales.)
- ***The Guidance and Principles for Relationships and Sex Education*** produced by RC Diocese of East Anglia (2018) provides the 'agreed values framework' for this policy.

Section 2 Policy Formation, Consultation Process and Dissemination

This policy document has been produced after consultation with the Diocese of East Anglia, the school governors, senior leadership, staff involved in the delivery of the programme, parents and students by the RSE co-ordinator who is the Head of Religious Education. The policy reflects the guidance from the diocese that involved broad consultation. This policy will be implemented from September 2018 and will be reviewed every two years by the Headteacher, RSE co-ordinator, the governing body and staff. The policy will be made available to all members of the governing body, all teaching and non-teaching members of staff and will be accessible on the school website. If this document is required in large print, audio, Braille, alternative format or a different language please contact the Secretary to the Governors on 01473 726178 and we will endeavor to accommodate your request.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to do the best for all of the students, 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.

Section 3 Core Principles

Parents are the primary educator: Home School Partnership

Parents are a child's first educator – in forming the child, in developing personal relationships and especially in matters of education relating to human sexuality (Pope Francis, *Amoris Laetitia*, 84 'Schools do not replace parents, but complement them). School staff should encourage students to seek the advice of their parents in this area. Where RSE lessons are given in school, the parental right to withdraw their children will be accepted and respected.

Defining Relationships 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 student'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.'

To ensure that the needs of students is of central importance the following principles apply:

- RSE is recognized as an important part of the mission of the school in the education of the whole person where each individual is respected, valued and supported in their preparation for adult life
- RSE promotes a positive view of human sexuality and the dignity of the human person
- RSE has a crucial role to equip young people with the ability to make practical judgements about the right thing to do in particular circumstances
- RSE will expound Christian values and promote them in a positive light, imparting the wisdom and beauty of Church teaching as students deserve no less
- Teaching will be delivered in an age-appropriate way that reflects the development of each child
- A healthy, positive atmosphere will be promoted where students can ask questions freely, be confident that their questions will be answered and where they will be free from bullying or harassment from

others

- Ground rules, negotiated between teachers and students, will help create that supportive climate for discussion
- RSE will be taught in a way that is sensitive to the needs, experiences and family background of each student as far as possible recognizing that there will always be sensitive and controversial issues in the field of RSE
- Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme where a range of viewpoints will be discussed as Governor's believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme
- The personal privacy, safety and security of children is paramount and teachers will, as far as possible, be aware of the needs of their students and will not let fears or worries go unnoticed
- The school safeguarding policy will be followed if and as necessary.

Values and Virtues

This programme promotes those virtues (habits which are learned by reflection, imitation and experience) which are essential in responding to the call of God to love others with a proper respect for their dignity and the dignity of the human body. The following virtues are explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Section 4 Programme objectives

In partnership with parents/carers, the school will provide a programme with the aim that students will:

- know that they are a unique creation of God and so are able to grow in self-respect, developing a positive attitude to themselves, their feelings and their sexuality
- understand that self-giving love is central to relationships
- recognise the importance of forgiveness and saying sorry in relationships
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- reflect on their own relationships recognising those qualities that help relationships grow
- develop knowledge, communication skills and understanding in order to help personal decision-making
- act responsibly as an individual and as a member of a group
- identify – and have the confidence to talk about – their emotions and how to respond positively to them
- communicate a point of view clearly and appropriately and listen to the views of others
- take responsibility for oneself and for one's actions
- come to understand the influence and impact of the media, internet and peer groups and develop the ability to assess pressures and respond appropriately
- think positively about their own bodies
- understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty
- think positively about other people, adults as well as children
- take care of themselves, their health, safety and personal hygiene
- keep themselves safe and ask for help and support when needed
- become aware of good choices and wrong choices and their consequences
- make good choices about what to do in particular situations
- manage relationships with friends confidently and effectively
- develop the ability to form positive, non-exploitative relationships and reject bullying
- explore and reflect on their own observations of married life

- have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
- have an understanding of a family which - despite difficulties - is a spiritual community in which members can grow in faith, hope and love
- understand that the difference between male and female is part of God's loving and creative plan
- understand sexual behaviour and reproduction in the context of a loving and self-giving marriage avoiding its reduction to bodily functions
- understand the Church's teaching on sexual activity outside of marriage
- understand the Church's teaching on the distinction between sexual orientation and sexual activity
- recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children
- exhibit charity and compassion for others

Section 5 Curriculum

The curriculum to deliver these objectives is based on the **CES model Catholic Secondary RSE Curriculum**. The programme of study will be delivered in RE, Science and PYF lessons with some elements explored in form time and assemblies. This curriculum covers years 7-13 and is based on three core themes:

Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others (this explores an individual's relationship with others)

God is love. We are created out of love and for love. The command to love is the basis for all Christian morality.

Created to live in community – local, national & global (this explores the individual's relationship with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Curriculum Summary

- Theme 1: Created and loved by God
 - Education in virtue
 - Religious understanding of the human person: loving myself
 - Me, my body and my health
 - Emotional well-being and attitudes
 - Life cycles and fertility
- Theme 2: Created to love others
 - Education in virtue
 - Religious understanding of the human person: loving others
 - Personal relationships
 - Keeping safe and people who can help me
- Theme 3: Created to live in community (local, national and global)
 - Education in virtue
 - Religious understanding of the importance of human communities
 - Living in the wider world

Detailed schemes of work can be made available on request.

Section 6 Teaching, Monitoring and Evaluation

Relationships and Sex Education will be delivered and monitored using the same standards and policies for all other subjects. A particular emphasis on formative assessment for learning techniques, questioning and protection of innocence. The consistency between what is taught in RE, Science and PYF will also be monitored. The RSE Co-ordinator will monitor the quality and content of materials, teaching and learning/progress will be evaluated using whole school policies. Parents of year 7 students will be able to attend workshops during the autumn term to review and give feedback on the programme. Teachers will be offered CPD for their own subject knowledge so that they are confident and knowledgeable. The RSE Co-ordinator will report to their line manager in line with normal practice for subject leads with a report to Student Governors annually.

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Signed D Verney, Chair of Governors:

Date:

