TITLE OF POLICY: RELATIONSHIP AND SEX EDUCATION

DATE APPROVED : approved 28/2/2017 by the Full governing body
AUDIENCE: STAFF AND GOVERNORS

Please note that any words underlined have been directly taken from the Education in Human Love, Diocesan Policy for Relationship and Sex Education, June 2016.

1. Aims

To provide children and young people with a “positive and prudent sexual education”, which is compatible with their physical and psychological maturity. Effective Relationship and Sex education in Catholic schools must be designed around three cornerstone principles, namely that:

A. Pupils need clear, accurate and sound knowledge
B. Church teachings are presented in a forthright and clear manner, using the specific references provided by the Church
C. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key. Instruction should match the child’s developmental level and, as with all learning, be aware of individual differences.

2. Objectives

To provide children and young people with a knowledge and understanding of the Church’s teaching on relationships and sexual love

a) To develop in pupils a sense of their own self-worth and uniqueness as created by God.
b) To help pupils to come to a deeper understanding about themselves as they grow.
c) To provide pupils with accurate factual information about the reproductive process according to age, experience and level of understanding.
d) To teach pupils to respect their own and each other’s bodies.
e) To teach pupils about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage.
f) To teach pupils about responsibility for oneself and others.
g) To develop an understanding about the importance of parenting skills.
h) To develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self protection.
i) To help pupils recognise the physical, emotional and moral risks of casual and promiscuous behaviour.
j) To present fact in an objective and balanced manner and to use appropriate terminology to enable pupils to discuss issues without embarrassment or fear.
k) To provide a supportive environment for SRE to take place where questions can be asked and honestly answered.
3. Statement of how these aims are to be achieved:

Any teaching on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God’s love for mankind. As the term ‘Relationship and Sex Education’ (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We intend that the school’s SRE policy and programme shall be delivered in the wider context of the school’s Personal, Social and Health Education (PHSE) and Religious Education programme and also in accordance with the principles set down in other relevant school’s policies such as, Equal Opportunities, Safeguarding and Child protection, School discipline and Pauli Behaviour and Inclusion.

Aspects of SRE will also be covered as part of the statutory element of the Science National Curriculum.

a. Dealing with sensitive issues and responding to questions
Teachers will answer questions honestly but with due regard given to the nature of the question and age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic School.

b. Working with Parents
The Education Act 1993 gives the right to withdraw their child from any or all of the schools Sex Education programme although certain elements are covered under the Science National Curriculum which is the entitlement of all children. The school recognises that good communication is vital in this area and parents are invited to review the schools policy and ideally view all the materials used beforehand.

4. Roles and Responsibilities
a) Governors
The 1996 Education Act places responsibility for the school’s policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying; Pastoral Care). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the school complies with Diocesan policy, directives, and guidance regarding RSE.

They will make known to parents their right to withdraw their children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum. The policy will be reviewed annually.
b) Headteacher
Responsibility for the implementation of the RSE policy is delegated to the Headteacher, in liaison with the governors, parents, Diocesan Education Commission and the Local Authority. It is the task of the Headteacher to integrate RSE into the curriculum.

c) Teachers and other adults
Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school’s Catholic ethos and current legislation.

d) Parents
The School recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in SRE in terms of content, delivery and timing. Parents have a right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.

5. Programme and Resources
Resources used to deliver Relationship and Sex education will be selected to in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the Headteacher and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

a) The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;

b) The extent to which specific materials can be used to illustrate the beauty of the human being created by God;

c) The values implied by specific resources and the way in which they may be used to enhance pupils’ understanding of human development and Catholic teaching;

d) The accuracy and clarity of material presented.

It is important that any external visitor, such as the School Nurse to the school, is also clear about their role and responsibility while they are in a school. Such visits should complement the school’s current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. At all times external visitors will work with school staff, who will monitor the nature and appropriateness of the delivery of the agreed presentation.
Appendix 1
Sex and Relationship Education (SRE)

Foundation Stage (Reception class)
• Hear that they are created uniquely by God
• Learn that their body is a gift from God
• Name the parts of the body
• Hear about babies growing into children and adults
• Learn that babies have special needs
• Learn that family and friends should care for each other
• Recognise and deal with feelings in a positive way

Key stage 1
• Recognise that they are created by God
• Know that humans move, eat, grow and reproduce
• Name parts of the body (set out exactly what should be learnt)
• Recognise themselves as male and female
• Learn how to improve personal hygiene
• Know that there are different types of families
• Recognise the roles of individuals within the family
• Know that secure loving relationships within the family are important
• Recognise that families and friends care for each other
• Learn that humans can produce babies
• Learn that babies grow into children and adults
• Hear about the ideal of loving and sharing in a Christian marriage
• Understand how to treat themselves and others with mutual respect and dignity
• Understand that their bodies are special and develop ways to protect and respect them
• Reflect on their contributions to building up loving family relationships
• To recognise, name and deal with their feelings in a positive way
• Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations
• Be able to talk about their emotions.

Key Stage 2

Year 3
• How to value themselves as children of God.
• Learn the main stages of the human life cycle from birth to death.
• Learn about daily routines to care for your body and understand about healthy lifestyle.
• Explore the expressions of love and joy in a family.
• Explore the sacrament of marriage as an expression of love.
• Investigate what is meant by relationships within families.
• Investigate why parents need to care for their families.
• Understand the importance of honesty and self-discipline.
• Explore ways in which actions can enhance or spoil loving family relationships.
• Explore the ways in which feelings affect, and are affected by actions.
**Year 4**
- Learn about themselves as a child of God and their body as a God’s gift to them.
- Develop awareness of the life cycle from conception to birth.
- Learn about what makes a healthy life style.
- Learn about the place of love and joy in families.
- Continue to explore the Sacrament of marriage as an expression of love.
- Deepen the understanding about what is meant by relationships within families.
- Explore and develop strategies to maintain good relationships.
- To be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships.

**Year 5**
- Explore ways to reflect God’s unconditional love in their lives.
- Explore the changes that come about through changes, body and feelings/emotions (including menstruation).
- Explore the need for a healthy life-style.
- Learn how to manage their feelings as they change.
- Investigate what is involved in bringing up children.
- Explore the marriage liturgy, especially to parents’ responsibility towards children as expressed through the vows of Christian marriage.
- Explore the meaning of friendship, trust and loyalty.
- Learn about different types of relationships among friends and families and develop the skills needed to be effective in relationships.
- Learn about sources of help and support for individuals, families and groups.
- To be able to talk about relationships and know how to seek advice from significant adults.
- Understand the pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- To recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes.
- Reflect upon personal responsibility for maintaining good relationships.
- Explore ways of dealing with broken relationships and bringing about reconciliation.
- Understand about a healthy life-style and the options and choices they make.

**Year 6**
- Reflect upon the importance of God’s unconditional love.
- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse).
- Develop an appreciation of what is involved in bringing up children.
- Hear about the commitment of Christian parents in bringing up their children.
- Explore the responsibilities that parents have in bringing up children.
- To recognise the risks in different situations and make judgement about behaviour.
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships.
- To recognise that actions have consequences for themselves and others, recognise others’ feelings.
Develop the skills to form and end relationships.
Continue developing ways to talk about relationships and to seek advice from significant adults.
Recognise the importance of forgiveness in relationships.
Develop ways to deal with the consequences of wrong choices.
Investigate ways to achieve a healthy body and life-style.

Appendix 2
Excerpt from
Education in Human Love
Diocesan Policy on Sex and Relationship and Sex Education June 2016

“The Second Vatican Council spoke of the need for “a positive and prudent sex education” to be imparted to children and adolescents “as they grow older,” with “due weight being given to the advances in the psychological, pedagogical and didactic sciences.” ... It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched. The sexual urge can be directed through a process of growth in self-knowledge and self-control capable of nurturing valuable capacities for joy and for loving encounter.”

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God’s love for mankind. As the term ‘Relationship and Sex Education’ (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Marriage is one such loving relationship. The Church’s sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that “Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses.” He then explains that “the sacrament of marriage flows from the incarnation and the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us.”

Marriage is a mutual commitment of total fidelity which is open to the gift of life. Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health. This is consistent with the Church’s view that the purpose of RSE is to secure “an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called.”

Reference will also be made to ‘Sex and Relationship Education’ (SRE) where connections are made to documents from Government and other sources. The Department for Education (DfE) have a similar interpretation in their guidance documents, which state that SRE is “lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.
Appendix 3
Detailed notes on the statutory requirements for Sex and Relationship Education (SRE) in England as at February 2016

The key points of the Education Act 1996 (Sections 403 and 405) which consolidated all previous legislation are:

- All maintained primary and secondary schools must teach the sex and relationship elements of the National Curriculum Science Order;

- All maintained secondary schools must provide RSE as part of the basic curriculum including, as a minimum, education about HIV, AIDS and STI’s and teach about human growth and reproduction as set out in the national curriculum;

- All other elements of PSHE, including SRE are non-statutory;

- Section 101(1) of the Education Act 2002 does not require primary schools to provide sex education as part of the ‘basic curriculum’. Primary schools can provide sex education but whether they do so is at the discretion of the school;

- All maintained primary and secondary schools are obliged to have an up-to-date, fit for purpose RSE policy that describes the content and organisation of RSE taught outside the National Curriculum Science Order. This is the responsibility of the governing body. They must make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any parent who asks for one;

- The policy statement must also include a statement about parents’ rights under section 405 of the Education Act 1996 to exempt/withdraw their child from sex education.

The Learning and Skills Act 2000 requires that:

- Parents have the right to withdraw their children from all or part of any sex education provided but not from teaching the biological aspects of human growth and reproduction necessary under the National Curriculum Science Order;

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;

- Young people are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned;
When providing SRE all schools must have regard to the Sex and Relationship Education Guidance published in 2000.11

The elements of SRE that are not included in the National Curriculum Science Order are delivered through PSHE and other areas of the curriculum. In 2008 PSHE was extended to include economic education when a new secondary curriculum was introduced.12 Both PSHE and citizenship are non-statutory at Key Stages 1 and 2. At Key Stages 3 and 4 citizenship becomes statutory, although PSHE remains non-statutory. Both are supported by the National Healthy Schools Programme.13 PSHE programmes of study and end of key stage statements to help teachers assess progress were published by the Qualifications and Curriculum Development Agency (QCDA).14

Government Guidance on SRE

In July 2000, the Department for Education and Employment (now the DfE) published guidance on the delivery of SRE through PSHE in the document Sex and Relationship Education Guidance.15 Elements of the guidance are supported by the Education and Skills Act 2000. The guidance aimed to support schools to plan SRE policy and practice. It states that all schools must have an up to date policy which:

- Defines SRE
- Describes how SRE is provided and who is responsible for providing it
- States how SRE is monitored and evaluated
- Includes information about parents right to withdrawal
- Is revised regularly
- Is available for inspection and to parents

It also recommends that SRE is planned and delivered as part of PSHE and Citizenship. Schools are expected to have an overall policy on PSHE and Citizenship which includes SRE. Governing bodies are expected to involve parents, children and young people, and health and other professionals to ensure that SRE addresses the needs of the community education and health providers, and the needs of children and young people.

Marriage (Same Sex Couples) Act 2013

Pupils must be aware that the Marriage (Same Sex Couples) Act 2013 extends civil marriage to same sex couples in England and Wales. Nothing in the act affects Catholic schools’ rights to teach on marriage or on same sex relationships in accord with the norms of the Catholic Church, provided it is done in an appropriate and sensitive way.

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1 Sex and Relationship Education Guidance, 0116/2000, Department for Education and Employment, July 2000
11 Government Guidance on Personal Social Health Education (PSHE)
12 Some schools/documents refer to Personal Social Health Economic Education (PSHEE)
15 Qualifications and Curriculum Development Agency, End of Key Stage Statements for PSHE, 19 November 2010