



Relationships & Sex Education Policy

Policy Type:	Statutory https://www.gov.uk/government/publications/statutory-policies-for-schools
Review Frequency:	3 years
Implementation/Approval:	Governing Body free to delegate
Delegated to:	Curriculum & Pupils' Issues Committee
Last Reviewed/Approved:	Adopted: March 2015*; Reviewed: February 2018
Date of Next Review:	Spring 2021

**Previously: Sex & Relationships Education Policy (2013-16)*

Rationale

The primary educators of children in regard to relationships and sex as they mature into young adults are their parents and carers. However, the school also has a serious responsibility in this regard and the mission statement of our school says that we educate the whole person in the footsteps of Jesus Christ. Faced with the challenges and opportunities presented in modern society, young people have a right to a positive and informative education regarding relationships and sex which:

- a) is based on values and the well-being of the whole person
- b) will help them to have a properly formed conscience to make appropriate decisions
- c) explains the teaching of the Roman Catholic faith and
- d) encourages tolerance, respect and sensitivity and self-worth
- e) deepens knowledge and understanding of relationships and sex
- f) is compliant with the Human Rights Act 1998 and the Equality Act 2010

This policy is to be read in conjunction with safeguarding, equal opportunities and teaching & learning policies.

Purpose

The purpose of this policy is to

- Set out the responsibilities of governors, the leadership team and all staff with regards to relationship and sex education (RSE)
- Set out the principles and programme by which RSE will be delivered across the curriculum and in the school as a whole
- Establish the rights and responsibilities of parents and carers with regard to RSE delivered in school
- Establish the boundaries for the engagement of outside speakers or professionals working in school

Guidelines

i) Responsibilities

- a) Governors have a responsibility to ensure that the school delivers a relationship and sex education to all pupils and has a RSE policy, that it is reviewed at regular intervals, that its contents are in-keeping with the teaching of the Roman Catholic Church and that there has been consultation among staff and parents/carers and young people.
- b) The Leadership team has a responsibility to ensure that a suitable programme of RSE is in place and that it is delivered in such a way as to be in accordance with Church teachings by staff who are appropriately prepared and trained whilst keeping within the Equality Act. Furthermore, the Leadership team has a responsibility to ensure that input from outside agencies and professionals is not contrary to Church teaching and follows guidance from the Diocese.
- c) All staff in the school are role models and educators in this dimension of a student's education and are asked to show respect for the teachings of the Church, even if they do not share that faith.
- d) While school has an important role to play in terms of RSE, this has to be seen in the context that it is a shared responsibility. Parents and carers are the first educators of their children and have primary responsibility for educating them regarding relationships and sex.

ii) The delivery of RSE

- a) The specific RSE programme is delivered through Religious Education, Science and PSHE and co-ordinated by the leaders of those subject areas. The first introduction comes in year 7 through the life education programme which is framed by the principle that we *are called by God to grow and develop. God calls us to grow in mind, in body, in our ability to relate to others and in our understanding of what is right and wrong.* There are further inputs in years 8-11 in PSHE/Citizenship, Religious Education and in Science. A broad outline is provided as an appendix to this policy. It is an important principle that education regarding sex can never just be reduced to the 'biology' but is taught within the context of values, self-worth and both emotional and physical well-being. Materials used in class should be appropriately differentiated to ensure that students with learning difficulties and special needs are properly included in RSE.
- b) The understanding of marriage and its importance for family life will be central to RSE and be from a Roman Catholic perspective
- c) On no account are students to be introduced to teaching materials which are inappropriate to their age or the religious nature of the school
- d) Staff will develop a supportive and safe environment in their classroom when discussing RSE. However, as with issues of safeguarding, a member of staff can never guarantee confidentiality to a student regarding a matter which might be raised in the context of RSE. Any concerns raised about a particular individual as a result of a lesson should be brought to the attention of the safeguarding officer and appropriate response will then follow.
- e) It is in the nature of students to ask probing and challenging questions and they should feel confident and comfortable when doing so. Staff will aim to answer questions honestly. However sometimes students may ask questions which are not appropriate such as questions

about a teacher's personal life or that of another student. Staff obviously should not and need not respond and on such occasions it would be appropriate to speak to the individual student concerned after the lesson.

- f) There will be an annual assembly for all year groups to address the issue of keeping yourself safe from inappropriate behaviour and exploitation
- g) As appropriate, the school will arrange for external speakers to address a topic of importance for a particular cohort of the school

iii) Rights & responsibilities of parents and carers

- a) Parents and carers have the legal right to access to the RSE policy and this will be posted on the school website along with the outline delivery plan.
- b) Parents and carers have the right to withdraw their son/daughter from any aspect of RSE, except the biological elements including puberty and reproduction as set out in the National Curriculum Science Order. Parents or carers wishing to withdraw their students from RSE are encouraged to contact the Deputy Headteacher responsible.

iv) Outside speakers and professionals

- a) It is sometimes appropriate to engage the services of outside agencies to deliver aspects of the RSE programme. Effective dialogue regarding the parameters of what it is appropriate to say must take place with such professionals before any input is provided to students. Any plans for outside speakers must be co-ordinated through the Deputy Headteacher and a member of the school staff must be present during any session taken by an outside agency.
- b) The school nurse operates a drop in service one lunchtime each week for students who have concerns about any aspects of their health. The parameters within which the nurse must work regarding the confidential advice provided are to be clearly explained to them by the Deputy Headteacher.

Policy Approval:

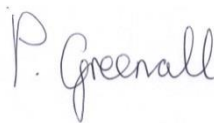
Signature of Headteacher:



27.02.2018

Date

Signature of Chair/Vice-Chair
of C&P Committee:



27.02.2018

Date

Appendix A

	RE	PSHE	Science	other
Year 7	<ul style="list-style-type: none"> Education for life 	<ul style="list-style-type: none"> Bullying What do we mean by 'risk' and managing risky situations 	Human reproduction	Safeguarding assemblies
Year 8	<ul style="list-style-type: none"> Sacrament of Marriage 	<ul style="list-style-type: none"> Good and bad relationships Challenging relationship stereotypes Changes during adolescence Dealing with difficult relationships Dealing with peer pressure Body image Sexual exploitation Sexual behaviour and risks 	Genes & chromosomes	Safeguarding assemblies
Year 9	<ul style="list-style-type: none"> Made in the image of God Relationships in the 21st Century -including marriage, cohabitation, annulment Contraception Gender equality Role and importance of the family 	<ul style="list-style-type: none"> Body image Mental health issues Coping with stress STIs What is consent? Sexual exploitation Sexting and pornographic images LGBTI issues 	Cell division, growth & differentiation, stem cells	Safeguarding assemblies
Year 10	<ul style="list-style-type: none"> Religion and young people Prejudice and discrimination including Catholic Social Teaching 	<ul style="list-style-type: none"> Communities working together Being an active citizen 		Safeguarding assemblies
Year 11	<ul style="list-style-type: none"> Deepening knowledge and understanding of relationships in the 21st century 		Sexual reproduction, DNA & the genome, inheritance, genetic disorders	Safeguarding assemblies
Year 12 & 13 General RE	<ul style="list-style-type: none"> The importance of love Relationships in the 21st Century 			
Year 12 A-Level year 1	<ul style="list-style-type: none"> Homosexuality and Poly relationships Love and marriage and Natural Law 			