



Bishop Milner Catholic College

Relationship and Sex Education Policy

'I have come that you might have life and have it to the full.' John 10:10

REVISED: SEPT 2020

PRESENTED TO Academy Committee: SEPT 2020

TO BE REVIEWED: SEPT 2022

Bishop Milner Catholic College Mission Statement

'Developing our God – given talents.'

Our college is committed to offering Christian love and care to each person within it.

Everyone is valued as a gift from God and treated with respect.

In our college we learn together and we aim to help all students achieve their very best.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships and Sex Education (RSE) is an integral part of this education. Furthermore, our college 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.

" ... Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... they should receive a positive and prudent education in matters of sex ... and young people have the right to be stimulated to make sound moral judgments based on a well-informed conscience and to put them into practice with a sense of personal commitment ..."

(Second Vatican Council, *Gravissimum Educationis*, 1965, GE3)

The Governors of Bishop Milner Catholic College acknowledge the recent Government DfE's Circulars on Relationships and Sex Education (RSE) 2020 and the statutory provisions demanded:

" The aim of RSE is to 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...Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time."

In this policy the Governors and teachers, in partnership with students and their parents/carers, 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 to provide children and young people with a "positive and prudent sexual education" (*Gravissimum Educationis*) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Monitoring and Review

The PICCL (Person In Charge of Catholic Life) and DSL (Designated Safeguarding Lead) will monitor and evaluate the Relationship and Sex Education Policy. Parents/carers views are asked for their views with the annual questionnaire at Parents' Evenings; student consultation at the NFER bi annual test; the Health Questionnaire for Yr. 8 and Yr. 10 which focuses on issues linked to RSE. Finally, we consult on wider school issues linked to the RSE curriculum with outside agencies such as the School Nurse.

Policy Statement:

Implementation and Review of Policy Implementation of the policy will take place after consultation with the Governors in the summer term 2018. This policy will be reviewed every 2 years by the PICCL/DSL, Lead Practitioners for RE and Science, the Governing Body and Staff. The next review date is Sept 2022.

Dissemination

The policy will be available on SharePoint for all members of the Governing Body and all teaching and nonteaching members of staff.

DEFINING RELATIONSHIP AND SEX EDUCATION

The Department for Education (DFE) guidance defines RSE (Relationship and Sex Education) 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”

RATIONALE

Bishop Milner Catholic College is 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, 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 students. 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 Catholic 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 students deal with different sets of values.

VALUES, VIRTUES AND OBJECTIVES

Our programme focuses on 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.

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.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; e.g. their own sexual orientation, faith or culture and is taught in a way that does not subject students to discrimination. Lessons will also help students 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.

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 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.

BROAD CONTENT OF RSE

RSE is a continuing, developmental process which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

RSE provides knowledge and encourages the acquisition of skills and attitudes which allow students to manage their lives in a healthy and responsible way. Values such as loyalty, fidelity, unselfishness and the need for self-restraint permeate our whole programme of education in human relationships. Within this, the Science Department will have responsibility for teaching the physical facts of sexuality in a moral framework. We also envisage the work of the Religious Education as assisting and complementing the work of parents and staff in this special area of establishing values and attitudes fit for life created in the image of God.

Knowledge and information at Key Stage 3

RE, Science and PSHE (tutorial programme) work together on the delivery of RSE, and as the new RE curriculum is developed Relationship and Sex education will be put into Yr. 8 and Yr. 7.

Knowledge and Information at Key stage 4

Through the GCSE RE exam syllabus: Areas reflected on are Life Style choices, Birth Process, the way in which hormonal control occurs, Contraception, some medical uses of hormones, defence mechanisms of the body, Homosexuality, Prejudice and Stereotyping, Different faiths and cultures, Marriage, Family life which includes the moral issues of sex before marriage, contraception, abortion. (These issues are taught in the context of the framework and teachings of the Catholic Church).

Planned aspects within curricular areas are based on the delivery of the National Curriculum and the guidelines given by the Catholic Diocesan Authorities.

Teaching approaches are varied and are designed to give students information and enable issues to be considered through discussion as well as writing. Students acquire skills from active participation in their learning.

Students are taught in mixed gender groups to create a climate where they can be encouraged to express their views and feelings. Only appropriately experienced teachers are involved in teaching and delivery of the programme of the Relationships and Sex education.

For more information of the topics which are taught in the curriculum please see

Appendix 1 - Religious Education

Appendix 2 - Science

Appendix 3 - PSHE curriculum

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- media clips
- group work
- role-play

These opportunities will be assessed through Q and A sessions and student voice.

For KS4 in RE and Science students will be assessed regularly and at the summative assessment in Yr. 11.

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 College, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the college 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 have the right to withdraw their children from RSE 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 Principal, Mr May. 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.

Guidance for parents is also available from the DfE on Relationships, Sex Education and Health Education. Guides for parents: Understanding RSE and Health Education in your child's school

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (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.

We will ensure that students 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 the PICCL, RE department, Science Department, DSL and pastoral staff.

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

External Visitors

Our college 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 'Protocol for Visitors to Catholic Schools'.

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

Governors

Ensure that the policy is available to parents on the College website

- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- The Safeguarding Governor will be involved in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within RE and PSHE.

Principal

The Principal 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 Co-ordinator/PICCL

These co-ordinators with the Principal have 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.

All Staff

RSE is a whole college 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 students. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the college's other policy documents (e.g. Bullying policy, Safeguarding Policy etc.)

Students 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.

CHILDREN'S QUESTIONS

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students 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.

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 students, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

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 students 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 (DSL) responsible.

CONFIDENTIALITY AND ADVICE

All Governors, all teachers, all support staff, all parents/carers and all students 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 students 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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students 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 circumstance they would have to inform others, e.g., parents/carers, Principal, but that the students would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The Lead Practitioners for RE and Science, PSHE Co-ordinator and PICCL will monitor the provision of the various dimensions of the programme by examining plans, programmes of study and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to students, and / or by discussion with students, staff and parents. 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.

Other Supporting Policies and Documentation

The Mission Statement, Religious Education Programme of Study, Diocesan Guidelines from the Catholic Church, Science Programme of Study, Safeguarding Policies and Procedures, PSHE, Healthy College Policy, Equal Opportunities. Behaviour (staff and student) Looked after Children, Sexual harassment and Sexual Violence.

Complaints Procedure

Any complaint about the Relationships and Sex Education policy must be made in writing to the Principal of the college. The Principal will refer the complaint to the Governors.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at the college, you can ask that they are withdrawn. The Principal will consider this request and discuss it with you and will grant this in all but exceptional circumstances., up until three school terms until your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the college will arrange for your child receive this teaching in one of those terms (unless there are exceptional circumstances).