



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

Catholic Education in Sex and Relationships

St Richard Reynolds Catholic College (including the Primary and High Schools)

Policy: Catholic Education in Sex and Relationships

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Introduction

“God is love, and a person who lives in love, lives in God and God lives in them”

1 John 4:16

“The Catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in their material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic school.”

{The Catholic School on the Threshold of the Third Millennium from the Vatican Congregation for Catholic Education 1997.}

This policy is based on a number of key national and local documents:

- Guidance on Education For Personal Relationships (Westminster Diocesan Education Service, 2005)
- Sex and Relationship Education Guidance (DFEE, 2000)
- QCA guidance on the delivery of PSHEE
- National Healthy School Programme
- Every Child Matters (DFES)

This policy should be read and understood with reference to other mission policies:

- Child Protection Policy
- The College mission statement
- The High School e-safety policy

All parents and teachers are called to develop the whole person: physical, intellectual, emotional, psychological, aesthetic, sexual, moral, spiritual and religious. Catholic Education in Sex and Relationships is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God’s plan for the fulfilment of each person.

The government defines SRE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health.” (WDES Guidance on Education for Personal Relationships, October 18th 2005, (henceforth GEPR), p.2, quoting the DfEE). Education for sex and relationships provided in this school will incorporate through its aim, objectives, content, and teaching, the three main elements of SRE – attitudes and values, personal and social skills, knowledge and understanding within a Catholic context.

At St Richard Reynolds, Catholic Education in Sex and Relationships will promote:

- the dignity and worth of each person made in the image of God, whose vocation is to love and be loved;
- Jesus’ command to love as the basis of all Christian morality;
- a positive and consistent ethic of life;
- respect for the role of parents as the first educators of their children;
- faithfulness to the teachings of the Catholic Church.

Aims and Objectives

These include religious, moral and educational aspects:

- the promotion and development of attitudes and values which are truly Gospel inspired, such as love, truth, honesty, justice, integrity, reconciliation, freedom, not least freedom of conscience;
- to provide, appropriate to the age, gender, ethnicity and ability of the student, an accurate knowledge and understanding about sexuality and relationships in the light of Catholic teaching;
- to develop personal and social skills;
- to empower students to keep themselves safe from harm and to protect themselves from exploitation;
- to enable students to discern and make choices in the light of the teaching of the Church.

How we will achieve this

1. Parents

We recognise parents as the first educators of their children and seek to support, and not replace, them in this situation. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address.

- (a) The College will provide in advance full information to parents and opportunities for consultation and involvement in the Education in Sex and Relationships programme (see role of Principal below).
- (b) The College sees Catholic Education in Sex and Relationships as an integral part of the religious dimension of school life and asks that parents, who may wish to withdraw their child from the programme, to discuss their intention, in the first instance, with the Principal or the delegated senior leader. However, parents are entitled to withdraw their child (up to age 19) from any or all sessions of the programme and for any reason, except that taught within National Curriculum

Science. Parents must inform the school in writing in advance if they intend to withdraw their child so that alternative and appropriate supervision can be made.

- (c) Parents' concerns or objections to the content or delivery of the Education in Sex and Relationships programme should be addressed in the first instance to the delegated senior leader. Should this fail to resolve the matter then the school's complaints procedure should be followed and if necessary contact with the Governing Body.

2. Diocese

This Catholic College is part of a family of schools and parishes, and is established in order that the education of the children in this school can be taught as an integral part of the Catholic Faith.

It is part of the duty of the Bishop under the Law of the Church (*Can. 796-806*) to watch over and inspect the Catholic schools in his area and with the Trustees of the Diocese to ensure that the formation and education provided in such schools are based on the principles of Catholic doctrine.

3. Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

- (a) The governors of this Catholic school acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care.
- (b) They recognise that the parents have the primary responsibility for the education of their children, and that parents have special rights and duties over education in personal relationships.

The governors intend to comply with statutory requirements.

4. Principal and delegated responsibility

The Principal has overall responsibility for implementing the Catholic Education in Sex and Relationships programme and its integration into the school's curriculum and Catholic life.

- (a) The Principal or delegated senior person will ensure that any discussion or treatment of sexuality in the school curriculum is consistent with Catholic teaching. They will assist colleagues to acquire and present up-to-date knowledge of the vision and teaching of the Catholic Church in this field.
- (b) The Principal or delegated senior person will provide parents with full information about the proposed Catholic Education for Sex and Relationships programme before it is initiated. Opportunities for consultation and involvement will also be offered.

5. Staff

- (a) Teachers and all those contributing to Catholic Education in Sex and Relationships are expected to work within the values framework as described in the guiding principles and policy document, in line with the College ethos.

- (b) Appropriate development and training will be undertaken. It will accord fully with the teaching of the Catholic Church and take into account current statutory requirements.
- (c) Teachers will develop, plan, resource and review SOWs to teach Catholic Education in Sex and Relationships

6. Outside speakers and agencies

- (a) Outside speakers and agencies who may deliver Catholic Education in Sex and Relationships will, under the supervision of an appropriately trained member of school staff, do so within the principles and guidelines of this policy with particular concern for the primary role of the parents of the child in this area.
- (b) The involvement of the School Nurse will be set within the context of this policy.

Entitlement and Equal Opportunities

We recognise that there are some pupils who may require particular support because of their learning needs or disabilities or who have social and communication difficulties or other needs. Where necessary, learning and teaching methods will be differentiated. We shall ensure that children with special educational needs are not, at any point, withdrawn from education in sex and relationships because of lack of resources and training or in order to catch up on other subjects.

Organisation of Catholic Education in Sex and Relationships

In Early Years Foundation Stage and Key Stage 1, Catholic Education in Sex and Relationships will focus on helping pupils to:

- (a) develop confidence in talking, listening and thinking about feeling and relationships;
- (b) be able to name the parts of the body, describe how their bodies work, protect themselves; and ask for help and support.

In Key Stage Three, Catholic Education in Sex and Relationships is delivered in 3 main curriculum areas: RE, PSHCE and Science. The Learning Objectives are taken from the Westminster Guidance (see Appendix 2). Overall co-ordination of the programme is the responsibility of the Pastoral Vice Principal and in each area the Head of Department is responsible for the delivery, monitoring and evaluation of their part of the curriculum. The whole programme is reviewed on an annual basis including the effectiveness of resources and the need for further staff training.

Learning & Teaching Styles

Lessons will always be planned in the context of Catholic teaching. Teachers should ensure that lessons are:

Catholic: all sex and relationship education should be rooted in our Catholic faith and values

Positive: our sexuality is a gift from God and our lessons should help pupils feel positive about themselves

Joyful: teachers should be relaxed and confident in lessons so that pupils feel able to learn.

Age appropriate: there are differing stages of development and young pupils need stronger guidance than older pupils.

Moral: teachers should present moral reasons based on natural law for Catholic principles rather than solely religious ones. All pupils deserve clear moral guidance: correct use of our sexuality should not be seen as “just for Catholics”. We seek to build pupil capacity for moral judgment (conscience) and taking responsibility for actions.

Factually accurate: Pupils should be informed, as appropriate to their age, about such as STDs, Aids, contraception, celibacy and the damaging effects of pornography, so that they are able to make wise decisions.

Acts of Witness: In communicating a Christian message of love, teachers must always model Christ’s love for and value of young people. In particular, teachers should never judge pupils or their families

The following **ground rules** will be used in all SRE lessons.

- a) We are dealing with areas that concern us all, which are serious matters and need mature discussion. We will use respectful language at all times.
- b) We are never talking about any person or family in the class. If an example we discuss happens to fit one person, it is pure coincidence. We never ask or answer personal questions.
- c) We will not discuss what the class say with other pupils. We may discuss areas with our parents or form tutor.
- d) We will ask questions in a respectful way, using a question box if this is appropriate or speaking to our form tutors or pastoral leaders if we are worried about anything.

A range of teaching methods may be used including question boxes, role play, worksheets, paired discussion, class discussion, case studies, quizzes and games.

Assessment, Recording & Reporting

Assessment will be formative in PSHE, RE and Science. Some elements of Catholic Education for Sex and Relationships may be included in GCSE examinations.

Confidentiality and Safeguarding

Teachers and other members of staff cannot promise complete confidentiality. Disclosures by pupils and young people to members of staff that indicate that they are being abused or are at some risk of abuse will be referred by those members of staff to the person responsible for safeguarding in the school. The school will always follow local authority procedures when dealing with safeguarding and child protection issues. This policy should be read in conjunction with the College Child Protection Policy

Arrangements for Monitoring & Evaluating Effectiveness

The programme will be monitored by the Pastoral Vice Principal using pupil voice, comments from parents, teacher evaluation and feedback from diocesan advisors.

Policy Review

The policy will be reviewed as deemed necessary by the Curriculum Committee and the Community and Stewardship Committee. Any changes require the approval of the full governing body.

Learning Objectives

Early Years and KS 1 (RCDOW)

1. Understand the importance of valuing themselves and others as unique human beings – a gift from God.
2. Recognise their membership of a family and the roles of individuals within the family
3. Appreciate relationships of friends and family working and playing and sharing together.
4. Know the correct names for the main external parts of the body – wonder of God's creation.
Know themselves as male and female
5. Know and understand that humans grow at different rates – created and loved by God.
6. Know and recognise that babies have special needs.
7. Have an awareness of personal health and hygiene
8. Know about being safe
9. Know the difference between good and bad touching and appreciate some diseases are infectious – respect for self and others
10. Recognise a range of emotions and how we deal with them.
11. Know about the rituals celebrated in the church marking life especially birth marriage and death.

Year 7 Learning Objectives (RCDOW)

1. To have knowledge of the physical and emotional changes involved in puberty, the menstrual cycle, ovulation, fertilisation, pregnancy and birth.
2. To have knowledge and understanding of the physical and emotional development of the young child.
3. To have some understanding of myself in terms of the kind of person I am, my uniqueness,
4. To have some knowledge and understanding of basic issues of health care concerning daily and weekly hygiene.
5. To have some basic knowledge of the fact that there are such things as sexually transmitted
6. diseases and other diseases such as HIV/AIDS
7. To have some knowledge and understanding of roles and relationships within the family and outside the family.
8. To examine the importance of friendships and relationships in terms of promises and
9. agreements.
10. To have a deeper understanding of love in the Christian tradition and the way in which it binds families and society together.

Year 8 Learning Objectives (RCDOW)

1. To consider, explore issues around decisions, moral values, choices and their consequences, freedom, responsibility and the importance of conscience.
2. To reflect on the image of myself and others so that I can learn to respect them as made in the image and likeness of God.
3. To consider the people and things which influence who and what we are.
4. To reflect on our own experience of growth, change and coming of age and that of others in other cultures.
5. To examine the importance of friendships and relationships in terms of promises and agreements.
6. To consider basic rules we live by and LOVE as the ultimate rule or guide of life in terms of caring, service and self-giving; also in terms of vocation, whether marriage, the single life or becoming a priest/religious.
7. To examine the physical, emotional and social changes associated with puberty and adolescence. Develop a respect for our own bodies and those of others.
8. Through the preparation for the sacrament of confirmation to consider issues around maturity, growth, independence and responsibility
9. To consider the family in terms of roles and relationships.
10. Develop a knowledge and understanding of health issues and sexually transmitted diseases

Year 9 Learning Objectives (RCDOW)

1. To explore on a deeper level, self-knowledge. Develop an understanding of others by: analysing experiences, reflecting on qualities and considering the kinds of judgements made about others
2. and self.
3. To have a deeper understanding of the kinds of conflict within ourselves and between us and others so that the value of reconciliation can be appreciated.
4. To examine in more depth the issue of sexual-abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children's Act.
5. To explore the issues around gender discrimination and prejudice.
6. To consider in more detail both friendship and other kinds of relationships within the peer group.
7. Appreciation of sexuality as a gift from God.
8. To analyse the effects of pornography on people.
9. To consider the variety of sexual attitudes in society and to use Christian values as a critique of these attitudes.
10. To consider the issues around responsible sexual behaviour, including teaching about consent
11. To further consider health and other related issues around sexually transmitted diseases and HIV/AIDS.
12. Develop attitudes of sensitivity towards homosexuals and Aids sufferers to combat prejudice and discrimination.
13. To deepen the awareness of family life, the development of the baby and the growth of the young child.