



# RELATIONSHIPS AND SEX EDUCATION POLICY

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**Intended audience / who has access: Parents, staff and governors**

**Introduction:** The DfE defines Relationships and Sex Education (RSE) as '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, including the teaching of sexuality and sexual health'. It is about the development of the student's knowledge and understanding of her/himself as a sexual being, about what it means to be fully human, called to live in right relationships with God, self and others and being enabled to make moral decisions in conscience.

It has three main elements:

- attitudes and values
- personal and social skills
- knowledge and understanding

## **Relationships and Sex Education Policy**

**“I turned my heart to know and to search out and seek wisdom.” Ecclesiastes 7:25**

In promoting its Mission Statement, Finchley Catholic High School will ensure that students develop a sound, coherent understanding of the values of the Gospel and the teachings of the Catholic Church on the dignity of life. 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. There is a responsibility on all staff to promote positive relationships through the modelling of our interactions with others in school.

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 pupils. 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 by students. As such, aspects of RSE are also delivered by the RE, and Science Departments as well as several other departments as part of their curriculum.

### **Statutory Requirements:**

Statutory requirements for sex education are set out in the Education Acts of 1986, 1993 and 1996. In 2000 subsequent guidance from the DfES (now DfE) was also issued, entitled Sex and Relationship Education. This replaced circular 5/94 taking account of the revised National Curriculum, the new Personal, Social and Health Education framework and the Social Exclusion Unit report on teenage pregnancy. Circular 10/95 protecting Children from Abuse: The Role of the Education Service sets out procedures about conduct for staff, volunteers, Governors etc, whose work brings them into contact with young people. Guidance 116/2000 sets out the National Healthy School Standard in relation to RSE. The law requires that maintained secondary schools teach sex education, human growth and reproduction including education about HIV and AIDS and other sexually transmitted infections as set out in the National Curriculum. The guidance makes it clear that students should learn how the law applies to sexual relationships, and how to avoid being pressurised into unwanted or unprotected sex.

**Aims and Objectives:**

In partnership with parents,

- To provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.
- To ensure that students are provided with the knowledge and insight to make informed moral decisions about sexuality and issues that surround human sexuality.
- To enable students to discuss and develop Catholic values and attitudes that surround sexuality and relationships.
- To enable students to reflect on what qualities are essential to help their relationships develop in a positive way.

**Parents/carers:**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children and that they play a central role in assisting their children’s physical, spiritual and psychological growth in preparation for the challenges and responsibilities of adult sexual life. We seek to support parents/carers in this role. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers will be informed by letter/e-mail 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. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

**Withdrawal:**

The Governing Body recognises that RSE is intrinsic to Catholic Education. The Governing Body also recognises and supports the rights of parents where they see fit to withdraw their child from RSE, except where it is part of the National Curriculum. We would take the approach of discouraging parents/carers from doing this, acknowledging that their son(s)/daughter(s) will get the information ‘second hand’ from their peers.

**Inclusion and Differentiated Learning**

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

**Equal Opportunities:**

The school and Governing Body have wider responsibilities under the Equalities Act 2010 and recognises the importance of equality of access for all our students irrespective of gender, culture or disability. RSE is an important vehicle through which many aspects of equality can be delivered successfully as it will tackle all issues that face our students today.

**Review of Policy:**

The Relationships and Sex Education (RSE) policy is open to on-going review with a formal acceptance annually

RSE - Where it is delivered ...

Covered in RE

Covered in Biology

Covered in PSHE

Covered in TenTen

Covered in PE

Covered in two or more areas, indicating which areas

## Theme 1: Created and Loved by God

Education in virtue

### KS3

In a Catholic school, pupils are growing to be:

- 3.1.1.1. Respectful of their own bodies, character and giftedness
- 3.1.1.2. Appreciative for blessings
- 3.1.1.3. Grateful to others and to God
- 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods
- 3.1.1.5. Discerning in their decision making
- 3.1.1.6. Determined and resilient in the face of difficulty
- 3.1.1.7. Courageous in the face of new situations and in facing their fears

### KS4&5

In a Catholic school, pupils are growing to be:

- 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity
- 4.1.1.2. Appreciative for blessings
- 4.1.1.3. Grateful to others and to God
- 4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships
- 4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement
- 4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure
- 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different

**Religious understanding of the human person: loving myself**

**Pupils will be taught:**

- 3.1.2.1. To appreciate sensual pleasure as a gift from God
- 3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage
- 3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility
- 3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this
- 3.1.2.5. Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves
- 3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience

KS3

**Pupils will be taught:**

**Me**

- 3.1.3.1. To recognise their personal strengths
- 3.1.3.2. To distinguish 'needs' from 'wants'
- 3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate

**My body**

- 3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality
- 3.1.3.5. There are many different body shapes, sizes and physical attributes

**Me, my body and my health**

**Pupils will be taught:**

- 4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure;
- 4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation
- 4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3
- 4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3
- 4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.
- 4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands

KS4&5

**Pupils will be taught:**

**Me**

- 4.1.3.1. To evaluate their own personal strengths and areas for development
- 4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives

**My body**

- 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes
- 4.1.3.4. The health risks and issues related to this, including cosmetic procedures

**My health**

## Emotional well-being and attitudes

3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual

### My Health

3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene

### Pupils will be taught:

#### Emotional well-being

3.1.4.1. How to develop self-confidence and self-esteem

3.1.4.2. The importance and benefits of delaying sexual intercourse until ready

3.1.4.3. There are different emotions which may emerge in relation to change and loss and strategies to manage them

3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform

3.1.4.5. The concepts of sexual identity, gender identity and sexual orientation

#### Attitudes

3.1.4.6. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices

4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)

### Pupils will be taught:

#### Emotional well-being

4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on self and others

4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage

4.1.4.3. Strategies for managing mental health and emotional well-being

4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform

#### Attitudes

4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices

## Life cycles and fertility

KS3

**Pupils will be taught:**

### Life cycles

3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems

3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome

### Fertility

3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods

3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.

3.1.5.5. The negative impact of substance use on both male and female fertility

KS4&5

**Pupils will be taught:**

### Life cycles

4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external

4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome

4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth

### Fertility

4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods.

4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age

4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximize fertility



## Theme 2: Created to love others

### KS3

#### Education in virtue

In a Catholic school, pupils are growing to be:

- 3.2.1.1. Loyal, able to develop and sustain friendships
- 3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- 3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different
- 3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships
- 3.2.1.5. Courteous in their dealings with friends and strangers
- 3.2.1.6. Honest, committed to living truthfully and with integrity

#### Religious understanding of human relationships: loving others

Pupils will be taught:

- 3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church
- 3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children
- 3.2.2.3. Recognise the spiritual context of the family as a community where members can grow in faith, hope and love
- 3.2.2.4. How to express love and care for others through acts of charity

### KS4&5

In a Catholic school, pupils are growing to be:

- 4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible
- 4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context
- 4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity
- 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness
- 4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts
- 4.2.1.6. The importance of honesty and integrity in all forms of communication

Pupils will be taught:

- 4.2.2.1. Understand what the Church teaches about marriage, and when it is a Sacrament and the distinction between separation, divorce and nullity
- 4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life
- 4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving

3.2.2.5. How to discuss religious faith and personal beliefs with others

3.2.2.6. Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness

4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes

4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect

4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship

4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion

### KS3

#### Personal Relationships

##### Pupils will be taught:

3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.

3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these

3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship

3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.

3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.

3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied

### KS4&5

##### Pupils will be taught:

4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others

4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships

4.2.3.3. To manage changes in personal relationships including the ending of relationships

4.2.3.4. About harassment and how to manage this

4.2.3.5. To recognise when others are using manipulation, persuasion or coercion and how to respond

4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)

4.2.3.7. The nature and importance of marriage; the difference between sacramental and civil marriage, civil partnerships and other stable, long-term relationships.

4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)

4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances

4.2.3.10. About diversity in sexual attraction and

and complex

3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child

3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.

3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life

3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

developing sexuality, including sources of support and reassurance and how to access them

**Keeping safe and people who can help me**

KS3

**Pupils will be taught:**

**Keeping safe**

- 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact
- 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help
- 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.
- 3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.
- 3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images
- 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation
- 3.2.4.7. Recognise the impact that the use of substances has on the ability to make good and healthy decisions

**People who can help me**

- 4.2.4.1. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them

KS4&5

**Pupils will be taught:**

**Keeping safe**

- 4.2.4.2. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
- 4.2.4.3. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' right to give, not give or withdraw consent
- 4.2.4.4. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships
- 4.2.4.5. To understand the pernicious influence of gender double standards and victim-blaming
- 4.2.4.6. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- 4.2.4.7. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it

**People who can help me**

- 4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- 4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people
- 4.2.4.10. Where and how to obtain sexual health information, advice and support
- 4.2.4.11. About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy

## Theme 3: Created to live in community (local, national and global)

Education in virtue

Religious understanding of the importance of human communities

### KS3

In a Catholic school, pupils are growing to be:

3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally

3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally

3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Pupils will be taught:

3.3.2.1. To discuss moral questions in a balanced and well informed way

3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all

### KS4&5

In a Catholic school, pupils are growing to be:

4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed

4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life

4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails

Pupils will be taught:

4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas

4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation

## Living in the wider world

### KS3

#### Pupils will be taught:

- 3.3.3.1. The purpose and importance of immunisation and vaccination
- 3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence
- 3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.
- 3.3.3.4. They have responsibilities towards their local, global and national community and creation
- 3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others
- 3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.
- 3.3.3.7. The potential tensions between human rights, English law and cultural and religious expectations and practices

### KS4&5

#### Pupils will be taught:

- 4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk
- 4.3.3.2. To understand and the need to respect others' faith and cultural expectations concerning relationships and sexual activity
- 4.3.3.3. That extremism and intolerance in whatever forms they take (including honour based violence, FGM, forced marriage) are never acceptable and why
- 4.3.3.4. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- 4.3.3.5. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community
- 4.3.3.6. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk
- 4.3.3.7. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)