



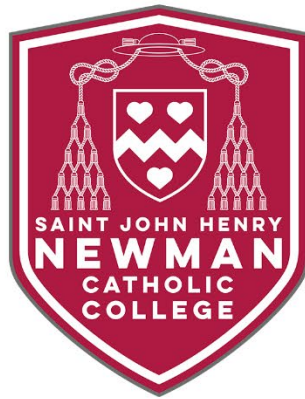
2023
2024

Policy adopted: 1st September 2012
Last review date: 17th November 2023
Last review date: 17th November 2024

Signed by: Mr J. Cassin.
Position: Chair of Governors

A white rectangular box containing a handwritten signature in black ink, which appears to be "J. Cassin".

SEX AND RELATIONSHIPS POLICY



Saint John Henry
Newman Catholic College

LOVE ONE ANOTHER

FAITH IN OUR COMMUNITY

COURAGE TO DO THE RIGHT THING

VOCATION TO MAKE A POSITIVE CONTRIBUTION

SERVICE TO LOVE YOUR NEIGHBOUR AS YOURSELF

DIGNITY TO TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

EXCELLENCE

“We strive to have the courage to celebrate
and live our Christian Faith,
in love and service to all others,
to achieve dignity and excellence”

We monitor the impact of all policies on students, staff, parent and governors with particular reference to the impact on the attainment and wellbeing of students.

As a Roman Catholic College we believe that our policy should reflect our mission statement, which calls us to love and honour the dignity of every individual.

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Rationale

“God created man in the image of himself, in the image of God he created him, male and female, he created them.”¹

Formed in the image and likeness of their Creator, all human beings have within them the potential for life in all of its beauty and fullness, that longing for integrity and wholeness finds its aspiration and its fulfilment in the person of Jesus Christ. Relationships and Sex Education (RSE) offers an excellent opportunity to express our fundamental belief that all aspects of life have the capacity to lead us to God. The values contained in relationships and sex education are worthy of serious study and integration across all curriculum areas².

We are involved in Personal Relationships and Sex Education because of our Catholic beliefs about God and about the human person: God is a community.

“Basically, education for authentic love, authentic only if it becomes kind, well-disposed love, involves accepting the person who is loved and considering his or her good as one’s own; hence this implies educating in right relationships with others. Children, adolescents, and young people should be taught how to enter into healthy relationships with God, with their parents, their brothers, and sisters, with their companions of the same or the opposite sex, and with adults.”³

Government initiatives are to be found in the DfE ‘Relationship and Sex Education Guidance’ and the QCA guidance on ‘Personal, Social and Health Education’.⁴ Our response to these initiatives must be positive and prudent, guided by our vision of what it means to be human and our claims to educate the whole person. The Catholic Church and therefore, the schools which it embraces, holds foundational beliefs in God as the giver of life and in the human being as the pinnacle of God’s creation. It further holds that all authentic human aspirations and values have their origin and their fulfilment in the person of Jesus Christ. As a result, the Catholic Church has always emphasised that its aim is the education of the whole person with the CES direction stating that “relationships and sex education is part of the mission of the Catholic school to educate the whole person”.⁵

Vision of RSE

- To be faithful to the Church’s vision of human wholeness and recognise its contemporary context.
- To encourage pupils’ growth in self-respect, acknowledging we are all created in the likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils’ confidence in talking, listening, and thinking about feelings and relationships in a safe place.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education in the wider context of relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To create a positive culture around issues of sexuality and relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To include parents in their understanding of RSE and the impact on their child’s life.
- To help pupils to develop a healthier, safer lifestyle; and
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

¹ Genesis Chapter 1, Verse 27 and Mark Chapter 10, Verse 6.

² See Gravissimum Educationis: paragraph 7, 1965.

³ The Truth and Meaning of Human Sexuality: para.53, 1995.

⁴ See Education Act (No. 2) 1986 Sections 18, 19 & 46. Education Act 1996, amended in LSC Act 2000, section 403 1A. National Framework document for PSHE available from QCA; Relationships and Sex Education Guidance DfE 2000, Introduction paragraph 4.

⁵ CES Guidance on RSE

Statutory Requirements

- As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by section 403 of the Education Act 1996. In order to meet this statutory requirement, we as a school must ensure we meet the DfE RSE Secondary Guidance, last updated September 2021.

Delivery of RSE

RSE is taught through Personal Social & Health Education (PSHE), Religious Education, English, Health and Social Care, Life Skills, and Science, as well as other areas of the curriculum, by way of a cross-curricular, integrated approach. In Key Stage 3 the focus of RSE is families, relationships including belonging and peer to peer relationships, online and the media and being safe. In Key Stage 4 the focus is intimate and sexual relationships, being safe and the law.

We also acknowledge that every area of college life can potentially contribute to RSE as the college, of its very nature operates through positive human relationships.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

The Governing Body

The Governing body and Foundation Governors recognise their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching. The Governing body will ensure the policy is available to parents, is in accordance with our other whole school policies and ethos and is monitored thoroughly.

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

RSE is a whole school priority. All teachers involved in RSE are required to be sensitive, credible, and consistent and all pupils are given equal access to RSE within the curriculum.

All staff realise the obligation to deliver RSE in their role as teachers or support staff. Staff recognise the need for close co-operation with each other and other subject areas to ensure a holistic approach to RSE. All staff will be expected to teach RSE in accordance with the Catholic Ethos of the school.

RSE requires sensitive teaching which is matched by the specific needs and concerns of pupils.

Teachers will use their professional judgement when addressing issues in RSE and careful consideration will need to be given to the inevitable wide and varied experience and backgrounds of the pupils in the class, as well as ensuring RSE is age appropriate.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

The Role of Parents

'The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.'

(Bishops' Low Week Meeting 1994)

The Governing body fully subscribes to the views expressed by the Bishops' Conference. The Governors will always strive to ensure that:

- Parents are supported in their task; and
- Parents are consulted and kept informed of the RSE Programme and its contents and any subsequent developments.

Child Withdrawal

It is our hope that parents would wish pupils to be involved in the College's programme of sex and relationship education. We recognise the parental right to withdraw their children from this but not from those areas which are required by National Curriculum Science. Parents can withdraw their children from the sexual education of RSE up until the third term before their 16th birthday.

Parents with concerns are invited to arrange an appointment with the College to discuss these concerns and see if they can be resolved. If the matter remains unresolved, parents need to notify the Governors of their intention to withdraw their child from the sex education programme.

Where is it in the curriculum?

In Religious Education, PSHE and Science but also in other areas of the curriculum as identified in the examples below:

- Religious Education – Relationships, including belonging, safe relationships and what happens if a relationship breaks down; purpose of marriage and commitment; sanctity of life including conception, contraception, and abortion; sex outside of marriage; role of genders in society and marriage and Imago Dei. All these topics cover the Church's response as well as the responses in society today.
- Science – Body, organs, puberty, contraception, STIs and STDs, baby development and reproduction.
- PE – PE will be responsible for the health element and cover the following: Mental health and emotional wellbeing, healthy lifestyles, health related decisions, self-concept, drugs, and alcohol and managing risk and personal safety.
- Health & Social Care – Conception, Health and Wellbeing and Baby Development.
- PSHCE – Bullying, Online safety, The Law, Safe relationships, sexting, sexual exploitation, and sexual consent.
- IT – E-Safety and Online laws.
- Life Skills – Health Education including healthy diet, finance education, belonging.
- English – Law, relationships, and intimate sexual relationships.

RSE is also delivered through an assembly focus each half term, pastoral support and Emotional Health and Mental Wellbeing support in school.

The Appendix on pages 7 & 8 illustrates the topic areas and what pupils should know by the end of Secondary school.

Monitoring and Review

Monitoring and review take place through whole school assessment, recording and reporting systems. RSE will be monitored and reviewed by an Assistant Headteacher. Parents will have an annual opportunity to review the RSE curriculum and policy. The Catholic life of the school will be evaluated on an annual basis and will include examination of RSE.

The RSE policy will be reviewed annually.

Appendix: What pupils should know by the end of Secondary school

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared, and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy, and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Name of policy:	Sex and Relationships Policy
Statutory/ Non Statutory status:	Statutory
Original or Adopted from:	Original
Policy Owner/ Responsibilites:	Mrs S McNee/Miss H Scott
Approver(s) and Governors panel if applicable:	Behaviour, Safety & Wellbing Committee
Original Policy date:	September 2012
Review timeline:	Annually
Version/Date:	17 th November 2022
Brief summary of changes	<ul style="list-style-type: none"> • Additions to the curriculum including where RSE is delivered in Life Skills and English. • A sentence has been added regarding how it is delivered outside of the curriculum (in assemblies, through pastoral support and Emotional Mental Health and Wellbeing support.)