



Introduction

The Governors acknowledge that it is the prime responsibility of the family to educate their children in the area of sexual development, but recognise that the school should also play a supportive role in personal and social education, including sex and health education.

Whilst Relationships and Sex Education (RSE) is recognised as being a sensitive issue for both parents and teachers, the media have no such qualms about handling sexual material. Young people absorb much of their knowledge and many of their attitudes from what they see on the television, read in magazines or view on the internet. Many of these attitudes and the sort of advice they give, run directly counter to what is in the best interests of young people and are in conflict with Christian values and teaching.

Aims

1. To deliver a programme of RSE which is founded on scripture and the teachings of the Catholic Church.
2. To lead students to a fuller understanding that each human being is a Child of God, created in His own image, called to a special relationship of love with Him and, therefore, to be treated with the utmost respect and reverence. As St. Paul says: "Your body is a temple of the Holy Spirit" (1 Cor. 6:19).
3. To lead students to an understanding of their sexuality as a gift from God.
4. To see RSE as a responsibility shared by the whole staff, with the whole curriculum contributing to this formation of Christian attitudes in our students.
5. To provide a developmental programme, offering gradual and positive RSE. This will aim to present the relevant biological facts in the context of true Christian values based on moral principles and to protect our students from ignorance by giving all necessary information and answers to their questions, taking into account DfE guidelines.

Objectives

1. To help students to acquire the knowledge, understanding and attitudes about themselves and others, as male and female, which will enable them to live as responsible Christians in today's world.
2. To encourage in students a sense of their own dignity and that of others, expressed in the respect and care with which they treat people.
3. To enable students to distinguish between right and wrong, giving them criteria with which to act on their convictions.
4. To prepare students for adult relationships which are satisfying and responsible and which will lead them to value the Christian married relationship.



5. To help students value the family and family life and prepare them to take on the responsibilities of Christian parenthood.

Philosophy

To enable students to develop a healthy, balanced, well-informed attitude towards relationships, personal development and sexuality. To this end, our policy is one of providing the necessary information, reflecting the best principles of education in accordance with Christian values, rather than a form of indoctrination.

Content

RSE is an important element of the cross curricular theme Health Education. The following topics are drawn largely from National Curriculum Council (NCC) Curriculum Guidance. All topics are examined in the light of the aims and objectives outlined above.

Relationships and Sex Education

YEAR 7

Science

- Male and female reproductive anatomy
- Fertilisation
- Foetal development / uterine environment
- Puberty and menstruation (inc. controlling fertility using the pill)

RE

- Family as part of community
- Day Retreat on friendship

PSHE

- How to make friends
- Communication with peers
- How to work with others

YEAR 8

Science

- No relevant content

RE

- Immaculate Conception
- Sexual ethics, as seen in St Paul's letters

PSHE

- Emotional intelligence: recognising emotions in self and others

YEAR 9



Science

- Inherited variation (genetic relationships)
- Contraception
- STIs
- Revision of work from across the Key Stage

RE

- Marriage and marriage preparation
- Parenting
- Difficulties in relationships
- Vocations to priesthood/holy orders; celibacy

PSHE

- Peer relationships
- Emotional awareness

YEAR 10

Science

- Understanding hormonal control of puberty
- Sexual reproduction (purely in terms of genetic inheritance in contrast to asexual reproduction)

RE

- Marriage
- Marital breakdown
- Types of family
- Family breakdown
- Contraception
- Abortion
- Fertility treatments
- Gender roles and sex discrimination
- Homosexuality and civil partnerships

PSHE

- Teenage pregnancy – Straight Talking
- Testicular cancer – Teenage Cancer Trust
- Catholic perspective on Relationships and Sex – Director of Spirituality
- STIs – school nurse
- Contraception
- Peer group pressure and relationships
- Ideal partners/what is love
- 'Just 'cos it feels good' – making good decisions – Director of Spirituality
- Emotional awareness



YEAR 11

Science

- Meiotic cell division for reproduction (i.e. production of sex cells), fertilisation, cellular adaptations of sperm
- Growth during the gestation period

RE

- No relevant content

PSHE

- Emotional awareness

SIXTH FORM

Science

- No relevant content

General RE

- Relationships (including marriage and sexual relationships)

AS Level RE

- Medical Ethics (including Right to a Child, Abortion and Fertility Treatments)

A2 Level RE

- Sexual Ethics (including Pre and Extramarital sex, contraception and homosexuality)

PSHE

- Outside agencies giving talks on Pro Life*
- Pre-marital sex – Challenge Team UK*
- Nurse – STIs*

** as and when they are available to be booked*

Organisation

1. The Assistant Head Teacher in charge of PSHE is responsible for co-ordinating the RSE programme in school and liaising with the Governors' Curriculum Committee in its responsibility for RSE. Together, on an annual basis in June, they will ensure that teaching materials used in RSE are of a high quality, appropriate to the needs and ages of students and take on board the aims and objectives of this policy.
2. RSE will be delivered largely through the Science, RE and PSHE Departments. Year Leaders and Subject Leaders will liaise with the Assistant Head Teacher (PSHE).



3. A cross-curricular mapping exercise will be carried out during the annual review of the policy. The delivery of any missing elements can then be planned. This will be the responsibility of the Assistant Head Teacher (PSHE).
4. It is recognised that the staff have responsibility for the delivery of RSE and may require INSET support.
5. Parents wishing to see teaching materials used in the schemes of work are very welcome to contact the Headmaster.
6. The school recognises the central role of parents/guardians in the development of sexual maturity in their children and wants to support the parents/guardians in that task. It is hoped that, as with other areas of the curriculum, parents/guardians will trust the judgement of the school in the teaching of RSE. However it is realised that RSE is a very personal part of the curriculum and the school would want to do everything possible to reassure parents/guardians. If parents/guardians felt that they wanted to withdraw their child from RSE, it would be hoped that the matter would be discussed with a senior member of staff in order to clarify the parents'/guardians' concerns. In order for this meeting to take place, it is requested that parents make an early appointment by telephoning the school office.
7. Where guest speakers on RSE are invited into the school, the Assistant Head Teacher responsible for the co-ordination of RSE, will ensure the content of such talks are consistent with this policy, statutory requirements and good educational practice. The co-ordinator will ensure that the content and presentation are appropriate to the age and understanding of the students. A member of the teaching staff will be present at all such talks and guest speakers will be informed that the teacher has the right to intervene in such presentations if, in their professional opinion, it is right and proper to do so.
8. The Policy will be reviewed annually by the Assistant Head Teacher (PSHE), the Director of Spirituality and any other relevant parties.
9. A meeting of those staff involved in delivering RSE will take place prior to delivery.

Advice to Individual Students

Good teachers have always taken a pastoral interest in the welfare and wellbeing of students, but this should never trespass on the proper exercise of parental rights and responsibilities.

Particular care must be exercised in relation to contraceptive advice to students under 16. Giving advice to students without parental consent and knowledge, would be an inappropriate exercise of a teacher's professional responsibilities. Teachers are not health professionals.

Where students seek such advice on other aspects of sexual behaviour, they should be encouraged to seek advice from their parents and, if appropriate, the relevant health service (GP, School Doctor or Nurse).



Where the circumstances are such as to lead the teacher to believe that the student has embarked upon, or is contemplating a course of conduct which is likely to place him at moral or physical risk, or in breach of the law, the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the member of staff responsible for child protection. The member of staff responsible for child protection should arrange for the student to be counselled, if appropriate, and where the student is under age, for the parents to be made aware, preferably by the student himself (and in that case checking that it has been done). Whether the specialist support services (including school health professionals) or the local authority should also be involved, will depend upon the particular circumstances involved and the professional judgement of the staff.

- * It is inevitable, particularly in secondary schools, that the teaching of unrelated topics will lead to the discussion of aspects of sexual behaviour. Provided the discussion is limited and it is in context, it will not necessarily constitute part of the sex education programme. Teachers will need to be sensitive, particularly if students involved have been withdrawn from the sex education programme.
- * Particularly explicit issues raised by individual students probably should be dealt with on a one to one basis rather than whole class basis but, clearly, teachers should use their discretion and judgement.