



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Relationships and Sex Education Policy

2017 - 2018

Person responsible for Policy:	CL RE & CL PSHE/Senior Leadership Team
Committee responsible for Policy:	Curriculum & Outcomes
Date To Governors:	14 November 2017
Date Agreed:	September 2017
Review Due:	September 2018 and annually thereafter
Is this Policy to appear on school website:	Yes

Our mission

St Cuthbert's is a Catholic High School, in which students, staff, governors and friends will work together as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour (Mark 12:29-31) by:

- ❖ learning to know and accept the love of God by the way we treat each other and work together (Matthew 7:12)
- ❖ respecting and embracing all cultures and recognising that as individuals we are unique (Genesis 1:26)
- ❖ developing the gifts, talents and aspirations of all students and staff (Matthew 25:14-30)
- ❖ providing the best education for all students and helping them to live life in all its fullness (John 10:10)
- ❖ accepting the support of those in our community who work for the good of the school (Luke 10:25-37)
- ❖ reaching out to those who need our help in our world (Mark 1:39-42)
- ❖ protect and take pride in all aspects of our environment so that we become stewards of God's creation (Psalm 8)

**“Treat others as you would like to be treated!”
The Golden Rule (Matthew 7:12)**

Relationships and Sex Education Policy

Introduction

A review of relationship and sex education provision was undertaken from Autumn 2013 to Autumn 2014, to reflect the requirements of the Education Act 1993 and the new legislation in the Relationship and Sex Education in school document of January 2014.

The provision of relationships and sex education will be reviewed annually to ensure a coherent and relevant curriculum is provided for all students in accordance with the teaching of the Church.

We use Twitter, Instagram, Facebook and our school website to share and raise awareness of all issues so that our students and parents/carers are kept informed and updated.

Link Governor for RE and Life in Modern Britain is Mr T Harvey.

Policy Formation and Consultation Process

The review process has consisted of several strands which have been undertaken within a moral framework and ethos of our school as a Catholic school.

- Curriculum overview
- Background and guidance sought from both the Archdiocese and the LA
- Educational policy and legislation (Sex and Relationship Guidance, DfEE July 2000 and Sex and Relationship Education in schools Legalisation, January 2014) together with guidance notes from the [Catholic Education Service](#)
- Consultation meeting took place with parents, their students and governors
- Good practice from other Catholic Secondary schools shared
- Review at full Senior Management meeting

Aims and Objectives of School Relationships and Sex Education Policy

Aims

1. To support the personal and social development of all students, to educate the whole person.
2. To encourage acceptance of personal and others' sexuality.
3. To encourage relationships based on mutual respect and responsibility.

Objectives

1. To be faithful to the Church's vision of human wholeness whilst recognising the context in which we live today.
2. To discover what students know, understand, think and feel and to identify their needs.
3. To create a programme which caters for students' needs and is sensitive to individuals and groups and is age-appropriate.
4. To ensure learning is differentiated and that topics are revisited and developed in accordance with the "spiral curriculum" with an understanding of the Church's teaching.
5. To encourage unembarrassed acceptance of sexuality and positive attitudes.
6. To provide an atmosphere where genuine discussion can take place.
7. To enable students to accept individual variation and counteract myths.
8. To provide reassurance about change.
9. To recognise the value of loving and caring relationships.
10. To understand the value of family life and the implications of parenthood.
11. To understand and respect the varied cultural and religious influences on individual sexuality.
12. To develop skills in personal relationships.
13. To develop skills in decision making and problem solving.
14. To help children affirm their rights, to be able to resist unwanted touch or advances and to communicate about such matters.
15. To challenge sexism and prejudice in society and promote equal opportunities.
16. To develop growing understanding of risk and safety and students to develop skills to keep themselves safe.
17. To raise awareness to students of sources of help and to acquire the skills and confidence to use them.
18. To create an awareness of CSE and sexting for students.

Moral Values and Framework

All teaching within St Cuthbert's Catholic High School is set within the context of the ethos of this Roman Catholic community, and is consistent with the overall aims of the school.

All teaching takes place in an environment where self-respect and respect for others is encouraged. Commitment, trust, love, honesty, personal responsibility, self-discipline and positive attitudes are implicit in all teaching.

Sex Education is taught within a clear framework provided by the 1993 Education Act, Circular 5/94, which emphasises that sex education should "encourage students to have due regard to moral consideration and the value of family life".

However, it is equally important to recognise that some children come from backgrounds which do not reflect such values and, therefore, great sensitivity and respect are required when involved in any discussions around relationships.

All sex education is delivered within the context of personal relationships. It is recognised that the school is working in collaboration with parents in supporting children in this important developmental aspect of their lives.

Equal Opportunities

Equal opportunities are addressed both explicitly within the curriculum and implicitly by the methodology used to teach.

Explicit reference to Equal Opportunities is highlighted in the curriculum online.

Mutual respect and tolerance is an essential ingredient of all teaching in the school. Children are encouraged to value their own and others' qualities and to recognise that all individuals are different.

Without such an ethos, meaningful discussion of sexuality would be unthinkable.

It is particularly important to meet the needs of both sexes in the delivery of Relationship and Sex Education and to avoid stereotyping.

Organisation

- (a) **Content** – The major elements of the content of the sex education policy are delivered in Science, R.E. and P.S.H.E. Other subject areas may make a contribution when sexuality is a strand in an aspect of other work being undertaken. Catholic teachings are always referenced.

There will be a large number of staff involved in formal delivery, including members of the R.E. and Science Departments, and teachers who are involved in the P.S.H.E. delivery. Given the number of staff involved there are implications for training and support.

At Key Stage 3 (11-13) young people are taught:

Year 7

1. Puberty and growing up (Science)
2. Change in relationships (PE, RE, PSHE/Active Form)
3. Sexual intercourse, reproduction and pregnancy (Science)
4. Difference and diversity, sexuality (PSHE/Active Form)

Year 8

1. Relationships (RE, PE)
2. Drugs and alcohol abuse. (PSHE/Active Form)
3. Puberty, self-esteem and confidence (PSHE/Active Form)
4. Difference and diversity and sexuality (PSHE/Active Form)
5. Sexual Health – (PSHE/Active Form)
6. Risky behaviour (PSHE/Active Form)
7. Teen partner abuse (Drama)
8. CSE (PSHE/Active Form)
9. Sexting

At Key Stage 4 (13-16) young people are taught

Year 9

1. Relationship and conflict in relationships (Drama)
2. Sexual Health (Healthy Lifestyles)

Year 10

1. Relationship and conflict in relationships (RE)
2. Relationships, marriage (including forced), civil partnerships, co-habitation and sex outside of marriage (RE, PE)
3. Contraception (RE)
4. Divorce and separation and family life (RE)
5. Unplanned pregnancies – choices, abortion (RE)
6. Changing attitude to gender roles and equality (RE)

Year 11

1. Changing relationships (PE)
2. Contraception (Science)
3. Menstrual cycle and genetic (Science)

Parents will be informed of what their child will be taught at the beginning of each academic year.

- (b) Training is provided by the LEA on an ongoing basis. This is intended to meet the needs of a variety of staff. In-house support is always available to staff, and anyone who feels uncomfortable with any of the issues concerned is encouraged to ask for support or given the opportunity to withdraw from this aspect of teaching.
- (c) **Methodology** – The methodology used in teaching is of fundamental importance. A climate of trust and mutual respect must exist before work covering personal relationships can be introduced. Students need to be actively involved in their own learning, so that life management skills can be gained and values and attitudes discussed, alongside the need for an accurate knowledge base. Great sensitivity is required by all involved.
- (d) **Classroom Arrangements** – Generally, teaching will take place in mixed groupings. However, at the teacher's discretion, there may be elements where students prefer to discuss issues in single sex groupings.
- (e) **Entitlement** – All students are entitled to a comprehensive curriculum which is relevant to their needs. The curriculum is developmental and learning is reinforced at each stage by the spiral nature of the curriculum.

The P.S.H.E. element of the curriculum has been devised in accordance with Curriculum.

All teaching takes place within a moral framework and recognition is given of the partnership with parents.

- (f) **Review of Programme** – This will be an on-going review in P.S.H.E. through student evaluation, staff questionnaires and discussions, and student councils.

A formal review will be undertaken annually by the P.S.H.E. Co-ordinator (Miss Ward).

- (g) **Resources** – A range of resources from respected Health Education Publishers are used in conjunction with specialist R.E. and Science materials.

These are available to parents on request.

Specific Issues Statements

- (a) **Contraceptive “advice”, information and referral** – Staff are always sensitive to the needs and circumstances of the children at St. Cuthbert's Catholic High School and take great pastoral interest in their welfare.

It is recognised that great care must be taken in relation to issues such as contraception so that general educational discussion is not confused with giving individual advice, which is inappropriate.

Where teachers have specific concerns over individual students, parents will always be fully involved.

- (b) **Confidentiality** – Teachers should not promise confidentiality to students in one-to-one discussions as there may be occasions where steps have to be taken to serve the child's needs. Within the classroom the ethos of the group should encourage mutual respect and confidence in each other, so that the children feel “safe” enough to be honest. However, to balance this, children should not feel pressurised to contribute personal information.

- (c) **Child Sexual Abuse Procedures** – It is possible that disclosures or suspicions of abuse could follow discussions in lessons about personal relationships and/or sexuality. Procedures for staff are highlighted in the staff file and these must be adhered to.

- (d) **Child Withdrawal Procedures** – Parents wishing to withdraw their child from all or part of the sex education provision should contact the Headteacher in the first instance. Parents with concerns will be encouraged to visit the school so that the curriculum provision can be outlined in detail and resources viewed.

In most cases, such a discussion will reassure parents. However, if the parent wishes to withdraw their child it will be necessary to clarify the following:-

- (i) Which elements are involved.
- (ii) How will the student be catered for at the relevant times?
- (iii) Does the parent require materials to use at home?
- (iv) Student relationship with classmates, feelings of isolation.
- (v) It is not always possible to be clear cut on when discussions may touch on sexuality.
- (vi) Students will undoubtedly discuss such issues outside the classroom context.

- (e) **Bully Procedure** – This is outlined in the staff file. It is a clear part of the school ethos that bullying will not be tolerated.

- (f) **Complaints Procedure** – Parents should contact the Headteacher in writing or by telephone with details of their complaint. Matters arising will be fully investigated and the parent contacted.

(g) **External Agency Involvement** – This will only take place where it enhances the curriculum provision, not in place of school inputs. Discussions will take place to ensure that such involvement is consistent with the school policy and that teachers are closely involved in monitoring the messages given.

Such involvement can be beneficial in highlighting local services and specialist information.

(h) **Procedure for supporting people infected or affected by HIV** – whilst HIV/AIDS is not a notifiable disease, any information offered to the school will be treated with great respect and care. The school follows the “Safe Working Practice” procedures put in place by the LEA, and so no special procedures would need to be adopted. The support of those concerned would be considered very carefully, as in any situation or personal and family need.

Working with Parents

The school is committed to working with parents, and is always ready to discuss curriculum content and issues connected with children’s welfare. Pastoral links are firmly established. The views of parents on the provision of Relationships and Sex Education in the school will be fully considered.

Parents and carers will be able to access the topics covered on the website.

Dissemination of the Policy

This draft policy will be widely distributed for discussion within the school staff and Governing Body and parents. Once agreed, the policy will be communicated to all staff, parents and Governing Body through meeting agenda items, notice boards etc. All staff will receive a copy of the policy and it will be available digitally.

Procedures for Monitoring and Evaluation

Monitoring will take place initially by appropriate Subject leaders and PSHE co-ordinators.

Other relevant policies

Other policies that have relevance to Relationships and Sex Education are:

- Equality
- Anti-Bullying
- Safeguarding
- SMSC with British Values