



*Saint* GREGORY'S  
*Bath*

# RELATIONSHIP & SEX EDUCATION (RSE) POLICY

## Key Information

<b>Title</b>	Relationship & Sex Education (RSE) Policy	
<b>Prepared By</b>	Mrs M Bailey (Acting Head of RE)	18.08.18
<b>Checked By</b>	Mrs Antonia Corrigan (Chair of Christian Vision Committee and Vice Chair of Governors)	04.09.18
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*“ . . . children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities . . . they should receive a positive and prudent education in matters relating to sex . . . and young people have the right to be stimulated to make sound moral judgements based on a well-informed conscience and to put them into practice with a sense of personal commitment . . . ”* Gravissimum Educationis Vatican II

### Defining Sex Education

The draft guidance on RSE states that ‘The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.’ (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education – Draft – 2018)

The DfE document identifies three main elements: *attitudes and values, personal and social skills and knowledge and understanding*. As a Catholic school we teach about relationships because relationships are the core of who we are and how we respond to God’s love. (DfE Sex and Relationship Education Guidance 2000)

### Rationale

#### **Church Teaching**

This policy is in accordance with the Diocese of Clifton ‘Guidance for Teaching Relationships and Sex Education in Schools’ April 2017. This Guidance affirms that:

1. The dignity and worth of each person is created in the image of God;
2. All humans are called to love and to be loved;
3. We are called to live in community.

We teach Relationship and Sex Education because of our Catholic beliefs about God and about the human person. We are made in God’s image and therefore destined to live in relationships with others, to form community; called to love and be loved.

In Jesus God became man and dwelt amongst us. He became human body and soul and there is no greater value that can be given to us. We are called to love because God first loved us. For most people that love finds expression in the self-giving of body and spirit. “Sexuality is a

fundamental component of personality, one of its modes of being, of communicating with others, of feeling, of expressing and of living human love.” (Deus Caritas Est Benedict XV1 par5)

The programme will convey the unity and coherence of Church teaching on human sexuality and the dignity of life. Church teaching will be communicated as a “consistent ethic of life”, not a series of arbitrary or random prohibitions since this miscommunicates the positive value placed by the Church on the value and beauty of human sexuality evidenced in the creation of Man and Woman imago dei (Genesis 1:26).

This approach is to encourage young people to enter into a deeper relationship with God, themselves and others and is founded on a realisation that:

- every human has an intrinsic and absolute value through being created by God and in the image of God;
- this value derives from the simple fact of existing and is not dependent on an individual’s age, abilities, social acceptability or any other characteristic;
- self-respect and respect for each other must underline all human relationships.

The purpose of Relationship & Sex Education is to help young people to recognise that human sexuality is a gift from God. It is concerned with the spiritual and moral as well as the physical and social. It should also equip them for adult life in which they can develop positive values and a moral framework that will guide judgements, decisions and behaviour. Education in sexuality and relationships is of paramount importance in our community today. More than ever do young people in our care need help and guidance in their struggle to live out their lives as members of the Christian family. We will emphasise the central importance of the family life and marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected, whatever household they come from. We need to support young people ensuring that they have the ability to accept their own and others’ sexuality in positive ways and build relationships based on mutual respect, dignity and responsibility free from any abuse. This will enable and empower young people to make informed and balanced judgements and decisions on matters of morals, both now and in the future. We must protect young people from inappropriate online content, cyber bullying, sexting and exploitation by giving them the tools with which to deal with it. RSE should be enriching and empowering and fulfil our duty to protect and safeguard our students.

## **Introduction**

*“We are not some casual product of evolution. Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary.”*

(Pope Benedict XVI)

Love is at the centre of the relationship between God and Humankind and between the individual members of God’s family. Therefore the inclusion of positive person-centred education is at the heart of the Catholic Christian teaching. This education is about the development, growth and journey of the whole person towards becoming ‘fully human, fully alive’ as a unique creation made in God’s image. Relationships & Sex Education at St Gregory’s promotes the values, attitudes and behaviours that underpin healthy relationships, including reconciliation.

As a Catholic School we understand that all our students are of intrinsic and absolute value as they are created by God and in the image of God. With this at the centre of all our teaching, and in particular our Relationship & Sex Education (RSE), we aim to make our teaching holistic and fitting to the needs of the students.

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by students in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. We will ensure students know how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception; how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go to for advice. This advice is in line with Diocesan and National guidelines, is age appropriate and in keeping with the teaching of the Church.

We need to support young people ensuring that they have the ability to accept their own and others’ sexuality and relationships in positive ways and build relationships based on mutual respect, dignity and responsibility free from any abuse. This will enable and empower young people to make informed and balanced judgements and decisions on matters of morals both now and in the future.

St Gregory’s Catholic College upholds the teaching of the Catholic Church, of which it is part, and seeks to deliver education for personal relationships in a sensitive and relevant manner to its students. We wish to reiterate that students will be led towards a full understanding of the Catholic Church’s teaching.

## **Statutory Requirements**

Statutory requirements for sex education are set out in the DfES guidance booklet entitled 'Sex and Relationships Education' and DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education – Draft – 2018. The law requires that maintained secondary schools teach sex education, human growth and reproduction, contraception and abortion and education about HIV and AIDS and other sexually transmitted infections. Students should be taught what the law says about:

- marriage and civil partnerships
- consent, including the age of consent
- violence and abuse against women and girls, men and boys
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime

## **Equality and Diversity**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind as outlined in the school's Behaviour for Excellence Policy.

Specific lessons on homosexuality and transgender issues have been created using the guidance from the Catholic Church and Stonewall, as found in the 'Made in God's Image' guidance. These are delivered as advised by the Diocese

Outside speakers, 'Gendered Intelligence', pastoral support, counselling organisations such as Off the Record and working with parents evidence our commitment to ensure the highest level of pastoral care for all students in our care.

## **Aims and Objectives**

RSE at St Gregory's will:

- be faithful to the Church's vision of human wholeness whilst recognising the

- contemporary context in which we live today;
- involve parents as they are primary educators of their child;
- provide a positive view of human sexuality and dignity of the human person;
- equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- explore and promote virtues which are essential to promoting respect and dignity;
- be delivered in an age appropriate way which reflects the development of the child;
- be part of the cross-curricular work in both primary and secondary schools;
- be sensitive to the needs of the individual student and recognise the mix of students with different sexual identity and orientations, same sex relationships, genders and family backgrounds in each class;
- be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- be delivered by competent professionals who understand the Church's teaching.

### **Roles & Responsibilities**

Parents are the first and best educators of their children and the school works in partnership with them. Parents have a right in law to withdraw their child from all or part of the Relationship & Sex Education Programme. Parents will be informed when RSE lessons will take place through the newsletter, and will be encouraged to talk to their children about the lessons at school and listen to their questions and thoughts.

Governors have the responsibility for ensuring the RSE policy, in consultation with staff and parents, is in keeping with the teaching of the Catholic Church. If necessary they should provide guidelines for the teaching of sensitive issues. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg careers, school nurse.

Teachers of RSE must advise governors on the content and organisation of relationship & sex education, develop suitable procedures for dealing with requests from parents to withdraw their children from sex education lessons, contribute to reviewing existing provision, use professional skills in developing the curriculum, draw on help and guidance from relevant sources, eg health professionals and marriage and family life workers, teach relationship and sex education curriculum as detailed in the schemes of work, participate in monitoring and evaluating sex and relationship education.

### **Implementation**

Following the supplementary advice to the DFEE 2000 guidance 'Sex and Relationships for the 21st century' and the 'Sex & Relationships Education in Schools' government briefing paper (July 2015) students will be taught about all aspects of the law and consent, how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling. They should understand the impact of a culture that reinforces stereotypical and gendered expectations of both males and females. Students should develop skills for negotiating consent and managing feelings and know where to seek support. Students will engage in meaningful discussions about feelings and values within relationships and the significance the Catholic Church gives to marriage and stable relationships as key building blocks

for bringing children up and for communities and society as a whole. Lessons explore different 'real-life' situations and discuss risky behaviours.

In addition to the statutory requirements, as recommended by the supplementary advice, we will now also address the following areas:

**Pornography:** teachers will always emphasise that this is not a way to learn about or explore sex as it offers a distorted view of relationships and body image which are not based on real life. It dehumanises the loving nature of sex within a relationship and can often be as a result of abuse and exploitation.

**Sexting:** teachers will examine the core issues of safety, privacy, peer influence, dignity and personal responsibility within this topic.

**Gender realignment and Sexuality:** RSE should be fully inclusive and accessible regardless of sexual orientation. The core teaching of RSE at St Gregory's has always been, and will continue to be, to treat yourself and one another with dignity and respect as a child of God.

At the Bishops Conference it was recognised that there are people who do not identify with their biological gender. They go on to say:

"We are concerned about and committed to their pastoral care. Through listening to them we seek to understand their experience more deeply and want to accompany them with compassion, emphasising that they are loved by God and valued in their inherent God given dignity. There is a place of welcome for everyone in the Catholic Church."

**Bishops Conference April 2018**

RSE is taught primarily in RE lessons, Science lessons and the tutor guidance programme. ICT will cover Internet safety. Outside agencies such as the Challenge Team, Kooth.com, TenTen theatre Company and B&NES Health Education Department play an important role in the delivery of RSE as well. The schemes of work currently have input from the Archdiocese of Birmingham's scheme 'All that I Am' and the SES 'Called to Love', as recommended by Clifton Diocese. The schemes and lesson material is available from the Science and RE departments.

All staff have received safeguarding training, which includes warning signs of FGM. Where there is a belief that a young person is at risk the school's child protection procedures will be followed. At the end of every lesson students are reminded of different people such as the school nurse, the family liaison officer, student support and Kooth.com, that they can talk to if there have been issues they need to discuss further.

This policy should be read in conjunction with the school Behaviour for Excellence Policy, Safeguarding Policy, Health and Safety Policy, Collective Worship Policy, Curriculum and Assessment Policy and PSHE Policy.

Date of next review May 2019



Appendix 1



**RSE (Relationship & Sex Education) Curriculum  
Mapping document 2018/19**

### Key Stage 3: Relationships & sex education

Learning Outcomes :-	Covered by which faculty, person or team?	With which year group?	Brief description (e.g. role play on divorce, visit by school nurse)
To understand the effects of different types of bullying and what to do about them.	RE  Drama  Dance  Anti-bullying Week	Year 7 & 8  Year 7  Year 7  Years 7 – 9	Year 7 – topics on I am special/ respect Year 8 – Joseph. How were his brothers treating him, how siblings act towards each other.  Puppets and bullying.  Swan Song – theme explored through dance.
To know about physical and emotional changes at puberty.	CRI / RHI / School Nurse  Science	Year 7 – girls and boys separately  Year 7  Year 8/9	Health education Talks.  'Sex and Science' topic  10:10 Theatre company and tutor time follow up
To understand the importance of respectful relationships and that it is important to respect difference and diversity.	RE  RE  RE	Year 9  Year 8 / 9  Year 9	Positive relationships, destructive relationships. What real love is and is not.  10:10 Theatre Company  Islam in Britain

To understand the importance of respectful relationships and that it is important to respect difference and diversity. <b>(Continued)</b>	Humanities	Year 7	'Multicultural Britain' scheme of work – where do we all come from? A look at migration over the years and the reasons why (right up to present day, e.g. conflict causing migration from Somalia, Iraq, Afghanistan).
	Humanities	Year 9	Civil rights movement and equality.
	English	Year 7	Identity Unit: Frankenstein
	English	Year 8	Parvana's journey
	English	Year 9	The Tempest – Spoken language study
	MFL	Years 7,8,9	Why learn a language? Study French, Spanish and German speaking countries and understand diversity. Córdoba students visit and postcard exchange with French school.
	Drama	Year 9	Teen problems, role play, consequences and temptation.
HoY	Year 9	Year assembly focusing on issues of respect – including issues around sexting. HoY to deliver individual support as appropriate to individuals.	
To know how to negotiate within relationships and to resist peer pressure.	RE	Year 8	Moral decisions – what influences our decision making? The role of friends - true friends. Moral situations
	RE	Year 9	Risky behaviours activity, would to do if ... what advice would you give a friend? Is it ok to ....?

	Drama	Year 9	Teen problems, role play, peer pressure, consequences and temptation.
	HoY	Year 9	Year assembly focusing on issues of respect – including issues around sexting. HoY to deliver individual support as appropriate to individuals.
To understand about the health risks of early sexual activity.	Drama	Year 9	Teen problems, role play, peer pressure, consequences and temptation.
	RE	Year 9	Risky behavior – sex and the law
To know about the different forms of contraception and the risks of STIs.	RE / School nurse	Year 9	Looking at forms of contraception and how they work.
To know where to get confidential advice in and out of school.	RE	Year 9	Remind students of the availability of the school nurse and SMC, Off the Record and pupil support if any of the issues raise or cause upset/concern.
	HoY	Years 7 – 9	Head of Year / tutor to refer students as required.
		Years 7 – 9	Produce and circulate poster of “Who’s Who”.

## Personal Identities

Learning Outcomes :-	Covered by which faculty, person or team?	With which year group?	Brief description (e.g. role play on decision making)
To recognise strengths and achievements in different areas of one's life.	Chaplaincy/ RE HoY / tutors	Year 7 Years 7 - 9	Retreat days in term 1  Termly reflection on academic progress following progress reports. Students asked to review their strengths and skills as well as areas for improvement and target setting. This is reinforced by conversations with tutors and HoY.
To know how to manage praise and criticism, success and failure.	HoY / tutors	Years 7 - 9	HoY / tutors – ongoing discussions in tutor groups with a focus on developing resilience.
To know how to think through problems and find solutions.	English  Humanities  RE	Years 7 - 9  Years 7 – 9  Year 8	Miscellaneous discussion of 'right' and 'wrong' solutions to decisions. Encountered in various texts.  Problem-solving exercises and enquiries throughout Key Stage 3. Related to real-life situations, students are asked to think through their own solutions.  Making moral decisions
To recognise risky situations and make sensible and healthy choices.	RE	Year 9	Risky behaviours activity

To understand that different people can affect how one feels about oneself.	English	Year 7	'The Boy in the Striped Pyjamas'
	English	Year 9	'Stone Cold'
	Drama	Year 7	Puppets and empathy.
To know some strategies to make one feel better about oneself.	HoY / tutors	Years 7 - 9	Behaviour support team / mentoring team deliver as appropriate.
To be aware of how to stay safe online and how to deal with cyberbullying.	Computing	Years 7 – 9	Relevant news stories distributed to tutors to generate discussion.
	HoY et al	Years 7 – 9	Resources available in HoY office for HoY and tutors to use as appropriate.
	RE	Year 9	Sex and the law – risky behaviours

English: Many of these issues are dealt with through a variety of texts, including novels, poetry and drama. Themes and topics are encountered and discussed, with teachers acting as mediators and representing moral/ethical codes.

**Key Stage 4: Relationships & sex education**

Learning Outcomes :-	Covered by which faculty, person or team?	With which year group?	Brief description (e.g. role play on divorce, visit by school nurse)
To understand the importance of respectful relationships.	RE  English  Humanities  Humanities  HoY	Year 10 / 11  Years 10+11  Year 10  Years 10 & 11  Years 10 & 11	Principles of Imago Dei, Love your neighbour, forgiveness, repentance explored. etc  *e.g. Romeo and Juliet: family and romantic relationships discussed  Black & British, 1950s to today.  Multi-Cultural Britain and Challenges in the Built Environment; Polish-UK Migration.  Year assembly focusing on issues of respect, including issues around sexting. HoY to deliver support to individuals as appropriate.
To can get on with people from different backgrounds.	RE  English  RE  Humanities	Year 10/11  Years 10+11  Year 10  Years 10 & 11	Judaism: Multi-cultural / faith Britain  *e.g. To Kill a Mockingbird: racism and segregation; GCSE Anthology poetry on themes of Conflict, Modern drama – ‘An Inspector Calls’ and ‘Blood Brothers’  Community cohesion  Multi-Cultural Britain and Challenges in the Built Environment;

			Polish-UK Migration.
To understand the importance of committed relationships including marriage, civil partnerships	RE/ Tutor	Year 10/11	Challenge Team talk and lesson follow up in tutor time  10:10 Theatre Company and lesson follow up in tutor time
To understand that relationships can change and know how to deal with this positively.	RE / Tutor  English	Year 10/11  Years 10+11	Challenge Team talk 10:10 Theatre Company  *e.g. a range of poetry
To know what to do if I feel pressured within a relationship.	HoY	Years 10 and 11	Year assembly focusing on issues of respect, including issues around sexting. HoY to deliver support to individuals as appropriate.
To understand the consequences of risky sexual behavior (e.g. pregnancy, STIs, shame etc.)  HIV and AIDS	RE / school nurse  English  Science / Humanities	Year 10  Years 10+11  Years 10+11	Abortion Marriage and Family Life STIs and their prevention  *e.g. An Inspector Calls: consequences of unwanted pregnancy  Disease topic in Biology Unit 1. Kibera topic in geography.
To have thought about the different forms of contraception and different	RE  Science	Year 10/11  Year 10 Biology Unit	Marriage and Family Life – Contraception Box.  Hormones & The Menstrual Cycle



attitudes to these.		1 2.3-2.4	The artificial control of fertility (contraceptive pill, fertility treatments, the advantages and disadvantages of fertility treatments).
To know where to get confidential sexual health advice in and out of school.	RE	Year 10 / 11  Year 10 / 11	Students reminded of availability of school nurse and student support  Poster made and distributed of "Who's who".

\*English: Many of these issues are dealt with through a variety of texts, including novels, poetry and drama. Themes and topics are encountered and discussed, with teachers acting as mediators and representing moral/ethical codes.

## Personal Identities

Learning Outcomes :-	Covered by which faculty, person or team?	With which year group?	Brief description (e.g. role play on decision making)
To be aware of personal skills, qualities and achievements and to be able to set personal goals.	HoY	Years 10 and 11	Termly reflection on academic progress following progress reports. Students are asked to review their strengths and skills, as well as areas for improvement and target setting. This is reinforced by conversations with tutors / HoY.
	Tutor	Year 11	Work in tutor time to prepare for personal statements; reflecting on the skills and qualities they possess.
	Faculties	Year 11	Study skills embedded
To be able to present oneself confidently in a range of situations.	English	Years 10 and 11	Speaking and Listening require students to present themselves confidently in a range of situations: role play, individual presentation and group discussion.
To recognise influences, pressures and sources of help.	English	Years 10+11	*e.g. An Inspector Calls dealing with suicide and difficult personal circumstances.
To recognise risky situations and make sensible and healthy choices.	English	Years 10+11	*e.g. An Inspector Calls dealing with suicide and difficult personal circumstances.
	Science	Year 10 Biology 1	Keeping healthy (Diet & exercise, weight problems, inheritance exercise & health)
		Year 11 Biology 3 (Triple Science only)	Keeping internal conditions constant (the kidneys, dialysis, transplants, diet and diabetes)

To be aware of how to stay safe online and how to deal with cyberbullying.	HoY	Years 10 and 11	Relevant news stories distributed to tutors to generate discussion. Resources available in HoY office for HoY and tutors to use as appropriate.
To identify causes and symptoms of mental and emotional ill health and have strategies for dealing with them.	English Science HoY	Years 10 and 11 Year 10 Biology 1 Personalised	*e.g. Of Mice and Men: 'explaining' the character of Lennie.  Use & abuse of drugs  Strategies given to students as appropriate and referrals made to outside agencies – e.g. CAMHS