



Archbishop Beck Catholic College

RSE POLICY 2019/20

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

FORMULATION AND IMPLEMENTATION

At Archbishop Beck Catholic College we seek to provide an education which meets the needs of the students and provides them with the skill set needed to make the choices that will give them a content, safe, healthy and positive life beyond their days at the college.

RSE requires us to explore the emotional, social and physical aspects of getting older, being in and having relationships, engaging in and being respectful of sex and learning about human sexuality and sexual health.

At Archbishop Beck Catholic College, RSE is a part of a wider programme of individual education, taught across the whole curriculum as well as an identifiable part of the Personal, Social, Health and Computing Development (PSHCE) curriculum.

The following process was undertaken to produce our RSE policy:

- Auditing where RSE is identifiable across the college curriculum and college daily life
- the Head of RE attending INSET at Archdiocesan level (January 2019)
- a sub-committee being formed to produce the policy
- a link governor identified to report back to the governing body

Review by and adoption by the full governing body was given in October 2019 with an agreement that the policy would be subject to review on an annual basis.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health” . It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

We ensure that RSE within the Archbishop Beck Catholic College curriculum meets the requirements as outlined in the Sex and Relationship Education Guidance (DFES, 2000); Not Yet Good Enough (OFSTED, 2012), A Model Catholic Secondary RSE Curriculum (CES 2016) and Sex and Relationships Education for the 21st Century (Brook, PSHE Association, Sex Education Forum, 2014) to ensure that RSE is taught in the context of current relevant legislation including the Equality Act (2010) and the Children Act (2004)

However, the reasons for our inclusion of RSE go further.

RATIONALE

At Archbishop Beck Catholic College, the curriculum allows for RSE to be taught across college departments, at specific times throughout the year through drop down days and also falling under the remit of non-teaching staff.

Specific strands of RSE can also be found in RE and science as well as through team sports. Respect for the individual, each other, sexual development and behaviour form a part of the college's moral framework, emphasising the values of self and family life. Students are made aware of the need to be self-restraining, dignified and respectful of themselves and those around them "doing unto others as you would have them do unto you." (Mark 12:28-29) to avoid negative emotional, moral and physical risks of promiscuous behaviour. As a Catholic college we emphasise the benefits of Planned Parenthood within a stable married relationship. The 1996 Education Act, s403 and the Relationships and Sex Education Guidance document, July 2000 contain requirements for all colleges regarding sex education provision.

Our Christian identity means that we are led to a value of our own worth and giftedness. As well as recognising our own worth, we respect others with differing cultures, religions and backgrounds through RSE across the college.

There is no one for whom RSE would be irrelevant since it deals with every area of life and its chief aims are to assist students to a realisation of their own gifts and consequently a respect and acceptance of other people and their uniqueness. RSE therefore addresses all students in our classrooms.

RSE should enable the students to develop a reflective attitude, which will allow them to explore the story and vision of themselves and the community in which they live, from its local to global responsibilities.

RSE seeks to make a contribution to the development of personal beliefs and values, self-worth and personal community responsibilities.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

Objectives

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Through RSE we will seek:

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;

- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love; recognising the importance of marriage and family life; fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love; the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- 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 for advice.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. 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 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.

Parents were consulted before this policy was ratified by the governors. Consultation was had at stages of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. Overview of resources and content used by the college in the RSE programme is made available on request as well as on the college website. Through this consultation process, every parent and carer will have full confidence in the college's RSE programme meeting their child's needs.

Parents have *the right to withdraw* their children from RSE except in those elements which are required by the National Curriculum science orders.

Parents wishing to withdraw their children must notify the college of their intention to do so, by contacting the head teacher. Parents will then be supported by the college to provide materials, which can be used to help their child/children with their provision of the topic and learning.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RSE at Archbishop Beck Catholic College seeks to ensure that:

- All students are led to value of their own worth and giftedness.
- All students recognise their own worth, so as to respect others with differing cultures, religions and backgrounds.
- All students become closer to the image and likeness of God through their loving relationships with others.
- Catholic RSE is taught in partnership with parents.
- All students' identify themselves as a child of God - created chosen and loved by God.
- Our curriculum can change hearts and minds.
- Our curriculum is an education in virtue.
- Our curriculum is an education in conscience.
- Relationship Education is about striving for the Common Good.
- The saying of prayer and receiving of Sacraments fuels our teaching.

CONFIDENTIALITY AND ADVICE

All those involved in the implementation of, development of and teaching of RSE must be aware of this element of the policy, in relation to the issue of advice and confidentiality.

The RSE programme, has the best interests of students at heart, growing their knowledge and understanding of relationships and sex, growing in personal and social skills and recognising the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Students and teachers and those involved in the delivery of the programme will, by the very nature of the content sometimes talk and discuss some challenging topics. Staff will help students to explore these topics in a way that will be age appropriate and in line with the college's pastoral care policy.

Students will be made aware by staff that following disclosure of information by a student to an adult, unconditional confidentiality cannot be guaranteed, in matters for example, which are illegal or abusive. Explanation will then be given to student that in this situation the disclosure will have to be passed onto somebody else such as the safeguarding lead or the head teacher. When this happens the student will be informed first that this course of action is going to be taken.

MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires, response sheets, assessments given to students, and by discussion with students, staff and parents.

Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.