



# Bishop Douglass Catholic School

## RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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### Principles

“...The body is not meant for sexual immorality, but for the Lord, and the Lord for the body.”

*1 Corinthians 6:13*

### **Defining Relationship and Sex Education**

DfE guidance<sup>1</sup> states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexual health, sexuality diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

### **Ethos**

Relationships Education, Sex Education, and Health Education are interrelated and are compulsory in all secondary schools, as from September 2020. The Catholic Church, in documents published by the Vatican<sup>2</sup> and the statements of the Bishops’ Conference of England and Wales<sup>3</sup>, emphasise that schools have a particular duty to support parents in educating their children about sex, sexuality and relationships. Relationship and sex education (SRE) focuses on exploring the emotional, social and physical aspects of growing up, having friendships and relationships, engaging in sex, and learning about human sexuality and sexual health. According to Department for Education guidance<sup>4</sup>, Relationship and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage, and of loving, stable relationships. It should teach young people to develop values, attitudes, personal and social skills, and help them to increase their knowledge so that they are empowered to make safe, healthy, legal and informed decisions and life choices.

In drawing up this policy we have consulted with parents and pupils so that we better serve the young people of our community. We are clear that sexism, misogyny, misandry, homophobia, harassment, sexual violence and gender stereotypes should be challenged and we will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Tolerance, equality and respect for all will be a central feature of the way we educate our children.

In accordance with the teachings of the Catholic Church, we believe that sexual relationships should primarily be understood in the context of marriage and family life. Education in sexuality is framed in the context of our knowledge that human relationships are threatened by disorder and that is only with God's grace that we can sustain his intentions for us<sup>5</sup>. We believe

that physical, moral and intellectual qualities should develop harmoniously, and that children and young people are entitled to a positive and prudent education in matters relating to sex, sexuality and sexual health. Furthermore, we believe that children and young people are unique, formed in God's image and have the right to make independent, informed moral judgements.

We recognise that children and young people grown up in a society which contains many examples of harmful attitudes towards sexuality and human relationships, and that they themselves may share such attitudes. As such, the provision of education should attend to the needs of our pupils, always directed to the formation of the whole person, rather than the mere provision of information.<sup>6</sup>

We recognise that parents/carers have the prime responsibility in teaching their children to build healthy, loving relationships. We recognise the challenges faced by many young people with the physical and emotional processes of growing to adulthood, and the responsibilities brought about by sexual maturity.

In order for our pupils to make safe, informed and healthy choices as they progress into adulthood it is important they have knowledge about sexual health and safer sex. This should be conveyed in a factual and non-judgemental environment, which gives scope for pupils to ask questions. RSE is underpinned by the school's wider values in the hope of cultivating in our pupils, traits such as, faithfulness, integrity, compassion, humility, justice, forgiveness, holiness, tolerance and service.

We acknowledge that some parents/carers do not feel able to discuss sexual matters freely with their children. We are committed to our responsibility of ensuring our pupils are prepared for adult life through the provision of a broad RSE curriculum. It is our aim that the RSE curriculum complements and supports parents/carers in their responsibilities.

### **Aims of RSE**

We aim to:

- Enable all pupils to develop an awareness of, an understanding of, and sensitivity to, their own and others sexuality.
- Provide opportunities for all pupils to reflect on their knowledge, attitudes and behaviour in the light of the external truths contained in the teachings of Christ. Develop pupils' awareness of the sanctity of the human body as a unique creation in God's image.
- Enable pupils to develop conjugal and other relationships based on mutual respect, dignity and responsibility, free from any abuse.
- Develop in pupils, self-esteem, mental well-being and confidence in their sexuality.
- Support our pupils through their physical, emotional and moral development and encourage self-reflection.
- Emphasise the importance of working in partnership with the Church, Governors, parents and the wider community.
- Address all sensitive matters in a professional manner.
- provide information that is both balanced and factual;
- ensure that pupils understand the importance of consent and the legal framework surrounding it.

### **Objectives of RSE**

To meet our objectives, we shall provide RSE through the religious education programme of study, the science programme of study, and through sessions tailored to the needs of each year group and to the ability of pupils. The DFE guidance<sup>1</sup>, identifies the following areas of study viz.

Personal Identities; Healthy Lifestyles; Risk; Relationships and Diversity; and these are incorporated into our programmes of study. We will map the provision and responsibility areas for each, so that relationships education, sex education and health education programmes complement, and do not unnecessarily duplicate, content covered in other areas. Please see the provision map attached to this document, setting out the topics covered at each key stage (appendix one).

In taught sessions we shall tailor provision to ensure it is accessible to all pupils (including those with special educational needs) and strive to ensure the content is both age appropriate and sensitive. RSE will be inclusive and relevant to those who may identify as LGBT+ and discussion of these and related issues will be part of the curriculum:

Additionally, content will:

- Give an understanding of puberty, reproduction and transition to adulthood.
- Teach about sexual health and support services in line with Catholic teaching.
- Advise about delaying sexual activity and the benefits of loving chastely.
- Advise about the law and what it says about consent, definitions and recognition of rape, sexual assault and harassment, female genital mutilation, pornography and images, and choices permitted by the law around pregnancy.
- Advocate the avoidance of underage sexual activity despite external pressures and the influence of the media and Internet.
- Promote self-respect and self-worth, recognising that each of us is created in the image of God.
- Enable students to understand that love (as described in I Corinthians 13) is central to meaningful relationships.
- Encourage students to be better aware of their own attitudes, values and responsibilities by extolling the virtues of marriage, family life and thereby supporting stable and loving relationships. Teaching the value of respect, love and care.
- Give opportunities to explore, consider and understand moral dilemmas.
- Facilitate an understanding of, and sensitivity to, the sexuality, belief, values and cultures of others.
- Provide a forum where pupils can share their concerns and create a climate of support such that pupils know they will be listened to sensitively.
- Enable pupils to appreciate the consequences of the choices they make and the importance of taking responsibility for their decisions. Provide opportunities to learn about the implications of various forms of drug abuse in relation to sexual behaviour.
- Provide information on contraception, sexually transmitted diseases and signpost further sources of support with regard to sexual health.

## **Engaging Stakeholders**

### **Parents/Guardians/Carers**

In drawing up this policy we have consulted with parents and pupils so that we better serve the young people of our community. We are clear that sexism, misogyny, misandry, homophobia, harassment, sexual violence and gender stereotypes should be challenged and we will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Tolerance, equality and respect for all will be a central feature of the way we educate our children. The staff of Bishop Douglass are committed to working closely with parents, guardians and carers in order to deliver meaningful RSE which helps to prepare our pupils for adult life.

Parents/carers may withdraw their children from those parts of the school programme that are not compulsory (i.e. not from Relationships or Health Education). The Head of School should be contacted for further information should parents/carers wish to exercise this right.

### **Governors**

Department for Education guidance<sup>1</sup> makes specific requests of Governors, alongside their duty to fulfil their broader, legal obligations. Governors are required to ensure that:

- All pupils make progress in achieving the expected educational outcomes.
- RSE is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- RSE is well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Monitoring and Review**

The RSE curriculum will be monitored by the Headteacher, the Head of Religious Education and the member of staff responsible for Personal, Social and Health Education and Healthy Schools and the Head of Science.

The day-to day operation of the policy is the remit of the designated member of staff for responsible Personal, Social and Health Education. Students and parents will be sampled as to their opinions as to the quality and content of RSE input.

A report will be made at least annually to Governors.

This policy should be read in conjunction with the Pregnancy Policy.

**This policy will be reviewed annually and approved by Governors.**

Date of last review: Reviewed by the Governing Body 30<sup>th</sup> June 2021

Date of next review: Summer Term 2022

### **FOOTNOTES**

1. Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2020)
2. 'The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family' (1995), The Pontifical Council for the Family; 'Amoris Laetitia' (2016), Vatican Press
3. 'Learning to Love' (2017), The Bishops' Conference of England & Wales
4. 'Sex and Relationship Education Guidance' (2000), Department for Education (Ref:DfEE 0116/2000)
5. The Catechism of the Catholic Church CCC 1606-1607
6. Educational Guidance in Human Love – Sacred Congregation for Catholic Education. Catholic Truth Society 1983

## Key Stage 3: Year 7

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>My identity &amp; Skills</b>  <b>Emotional and Physical Health</b>  <b>Students will learn:</b> To manage growth and change as normal parts of growing up (consolidation and reinforcement of KS2 learning on puberty, human reproduction, pregnancy and changes. Students should: recognise the importance of taking responsibility for their own personal hygiene and behaviour</p>	<p><b>Healthy and safe</b>  <b>Students will learn:</b> the benefits of physical activity and exercise and the importance of sleep. Also, to recognise and manage what influences their choices about exercise. Additionally they will learn the importance of balance between work, leisure and exercise.</p>	<p><b>Different types of relationships</b>  <b>Emotional Health Values</b>  <b>Students will learn:</b> about different types of relationships, including those within families, friendships or intimate and the factors that can affect these (including age, gender, power and interests. Also exploring the nature and importance of marriage, civil partnerships and other stable, long term relationships for family life and bringing up children.</p>
<b>Relationships</b>	<p><b>Changing relationships</b>  <b>Healthy and Safe</b>  <b>Students will learn:</b> consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.). To recognise peer pressure and have strategies to manage both</p>	<p><b>Working with others</b>  <b>Emotional Health /Citizenship/British Values</b>  <b>Students will learn:</b> that relationships can cause strong feelings ( including physical attraction)            The features of positive and stable relationships (including trust, mutual respect,honesty) and those of unhealthy relationships</p>	<p><b>Healthy and safe</b>  <b>Students will learn:</b> what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting/ eating disorders)</p>

## KEY STAGE 3: YEAR 8

Core Theme	Autumn Term	Spring Term	Summer Term
<p><b>Health and Wellbeing</b></p>	<p><b>My identity &amp; Skills</b>  <b>Emotional and Physical Health</b>  <b>Students will learn:</b> about the roles and responsibilities of parents, carers and children in families. Additionally, how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement.</p>	<p><b>Healthy and safe</b>  <b>Students will learn:</b> the benefits of physical activity and exercise and the importance of sleep. Also, to recognise and manage what influences their choices about exercise. Additionally they will learn the importance of balance between work, leisure and exercise.</p>	<p><b>Different types of relationships</b>  <b>Emotional Health Values</b>  <b>Students will learn:</b> about different types of relationships, including those within families, friendships or intimate and the factors that can affect these (including age, gender, power and interests. Also exploring the nature and importance of marriage, civil partnerships and other stable, long term relationships for family life and bringing up children.</p>
<p><b>Relationships</b></p>	<p><b>Changing relationships</b>  <b>Healthy and Safe</b>  <b>Students will learn:</b> understand the importance of friendship and to begin to consider love and sexual relationships in this context. Also to know that they have rights over their bodies and other people have no right to touch them in intimate places without their express <b>consent</b>. Additionally, to begin to consider different levels of intimacy and their consequences and acknowledge the right not to have intimate relationships until ready.</p>	<p><b>Working with others</b>  <b>Emotional Health /Citizenship/British Values</b>  <b>Students will learn:</b> about the difference between sex, gender identity and sexual orientation and about the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. Additionally, to begin to understand the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so.</p>	<p><b>Healthy and safe</b>  <b>Students will learn:</b> what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) and that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent'. This will be linked to FGM and the risks associated with female genital mutilation (FGM) (it is criminal act in the UK). They will learn that there are sources of support for themselves and their peers who they believe may be at risk or who may have already been subject to FGM.</p>

## KEY STAGE 3: YEAR 9

Core Theme	Autumn Term	Spring Term	Summer Term
<p><b>Health and Wellbeing</b></p>	<p><b>Wellbeing</b>  <b>My identity and skills</b>  <b>Healthy and safe Emotional Health</b>  <b>Students will learn:</b> that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop) They will consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self. Also, to begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it.</p>	<p><b>Healthy and safe</b>  <b>Drug education</b>  <b>Students will learn:</b> about the safe use of prescribed and over the counter medicines and the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction. Also students should be able to give some reasons about how illegal drug use may affect people’s lives e.g. physically, emotionally, legally, financially etc.</p>	<p><b>On-line safety</b>  <b>Emotional Health</b>  <b>Students will learn:</b> the importance of keeping safe on-line and the effects of on-line grooming. They will consider how people are blackmailed due to incorrect use of social media/ sexting/ explicit photos sent through direct messages.</p>
<p><b>Relationships</b></p>	<p><b>The Law, Me and my community</b>  <b>Healthy and safe</b>  <b>Emotional Health</b>  <b>Students will learn:</b> about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences). Also they will learn about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</p>	<p><b>Contraception, Communication, Unintended Pregnancy</b>  <b>Healthy and safe Emotional Health</b>  <b>Students will learn:</b> consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also revisit contraception, including the condom and pill and the importance of communication and negotiation in condom.</p>	<p><b>Money and Me</b>  <b>Gambling</b>  <b>Students will learn:</b> about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling Students will recognise when issues linked to money may become problematic</p>

## KEY STAGE 4: YEAR 10

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Healthy and safe Emotional Health</b> <b>Students will learn:</b> about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) Students will begin to develop strategies for managing mental health including stress, anxiety, depression, self-harm and suicide.	<b>Healthy and safe Sexual Health</b> <b>Students will learn:</b> about sexually transmitted infections (STIs), including HIV/AIDS and that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age and about the options open to people who are not able to conceive.	<b>Emotional Health</b> <b>Students will learn:</b> to evaluate the extent to which their self confidence and self-esteem are affected by the judgments of others. Students should be able to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism.
<b>Relationships</b>	<b>Safety in Relationships Emotional Health</b> <b>Students will learn:</b> about the concept of consent in relevant, age-appropriate contexts –building on from Key Stage 3, recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this -including the ending of relationships	<b>Contraception, Communication, Unintended Pregnancy</b> <b>Healthy and safe Emotional Health</b> <b>Students will learn:</b> consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also revisit contraception, including barrier methods and medication and the importance of staying safe.	<b>The World of Work</b> <b>Citizenship/British Values</b> <b>Students will learn:</b> about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace. They will reflect on rights and responsibilities at school as well as work.



## KEY STAGE 4: YEAR 11

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Wellbeing</b> <b>My identity / Emotional Health</b> <b>Students will learn:</b> to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes and be aware of health risks and issues related to this, including cosmetic procedures	<b>Healthy and Support</b> <b>Students will learn:</b> how to recognise and follow health and safety procedures Students should know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts and to know how to overcome worries about seeking help and being an assertive user of the NHS. ( including sexual health clinics)	<b>Emotional Health</b> <b>Students will learn:</b> to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, rights, empowerment, sexism, feminism)
<b>Relationships</b>	<b>Safety in Relationships</b> <b>Emotional Health</b> Students will learn: about the value of assertive behaviours and practice the skills needed. Students will further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking)	<b>Safety in society</b> <b>Healthy and safe Emotional Health</b> <b>Students will learn:</b> ways to keep safe when out socialising- drink safety ( drink spiking) accepting lifts from strangers, keeping with friends and not leaving someone alone when under the influence of alcohol.	<b>EXAM PERIOD</b>

## KEY STAGE 5: YEAR 12

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Wellbeing- Binge drinking/ Emotional Health</b> <b>Students will learn:</b> The dangers of binge drinking. Exploring the 'FOMO' (fear of missing out) feeling created by the media / social media representation of youth as heavy drinkers and drug users. Probing media advertising of alcohol.	<b>Health and Support</b> <b>Students will learn:</b> healthy eating and how poor diets can influence mental health. Exploring why life expectancy is influenced by nutrition and why life expectancy rates vary globally. Look at how eating can often be seen as 'comfort eating' and how to avoid emotional links to food.	<b>Emotional Health</b> <b>Students will learn:</b> to recognise symptoms of anxiety and stress and develop confident stress/ anxiety management. They will explore strategies that help avoid trigger situations and analyse a range of ways that anxiety can be eased.
<b>Relationships</b>	<b>Safety in Relationships Emotional Health</b> <b>Students will learn:</b> coercive relationships and consent alongside arranged marriages or underage marriage.	<b>Safety in society/ Media influences Emotional Health</b> <b>Students will learn:</b> how gender represented is in the media, how pornography corrupts the understanding of how functional relationships work, how music videos re-enforce negative gender stereotypes.	<b>EXAM PERIOD</b>

## KEY STAGE 5: YEAR 13

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Wellbeing- Emotional Health</b> <b>Students will learn:</b> how to keep healthy and where to access support services. Students will discuss the importance of various self-checks such as breast and testicle checks. The importance of being aware of their body changes ( beyond puberty) THIS SESSION TO BE GENDER SPLIT	<b>Health and Support</b> <b>Students will learn:</b> sleep and exercise. Looking at the links between sleep deprivation and mental health and physical health. Working out how to achieve a good balance between academic life, social life and family life but still achieve healthy sleep patterns.	<b>Sexual and Emotional Health</b> <b>Students will learn:</b> refresher lesson on sexual health and STIs. Focusing particularly on common misconceptions and urban myths. (Linking the refresher to life after school (at university/ in the workplace/ away from home)
<b>Relationships</b>	<b>Safety in Relationships Emotional Health</b> <b>Students will learn:</b> power balances in relationships, consent and coercive control in relationships. This has been touched on in KS3 & KS4 but this refresher will be focusing on life after school ( at University/ Workplace)	<b>Status anxiety/ Media influences Emotional Health</b> <b>Students will learn:</b> how false needs and expectations are created through the media – how celebrity is becoming invidious as a benchmark of achievement, how brands are too important in the definition of our own self-worth,	<b>EXAM PERIOD</b>