

St Richard's Catholic College

RELATIONSHIPS AND SEX EDUCATION POLICY



This policy was redrafted following consultation with: Pastoral Care Team, Diocese, School Council, Leadership and Management Team and Parental Focus Group.

This Policy was approved by the Governing Body: September 2019

Chair of Governors: _____

The Governing Body will review the policy in September 2020

RELATIONSHIPS AND SEX EDUCATION POLICY STATEMENT

Our aim at St Richards is to grow as a community in the love of God who is revealed to us through his Word in the Bible and in the tradition of the Church. We believe that:

We are all unique,
created in God's image
and called to work for the common good.

This policy outlines the College's approach to relationships and sex education (RSE). It is underpinned by our Catholic ethos whilst also understanding the context which our young people live it. It reflects the Gospels and teaching of the Church, particularly the following two concepts:

- The dignity and worth of each person made in the image and likeness of God.
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.

cf Catechism of the Catholic Church 1878ff

"Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower young people, build self-esteem, offer a positive ... view of sex and support... mutual respect."

(DfEE Relationships and Sex Guidance 2000)

Introduction

"The Second Vatican Council spoke of the need for "a positive and prudent sex education" to be imparted to children and adolescents "as they grow older," with "due weight being given to the advances in the psychological, pedagogical and didactic sciences." ... It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched. The sexual urge can be directed through a process of growth in self-knowledge and self-control capable of nurturing valuable capacities for joy and for loving encounter."

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. As the term 'Relationship and Sex Education' (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Marriage is one such loving relationship. The Church's sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that "Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses". He then explains that "the sacrament of marriage flows from the incarnation and

the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us."

Marriage is a mutual commitment of total fidelity which is open to the gift of life. Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health. This is consistent with the Church's view that the purpose of RSE is to secure "an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called."

Connections will also be made to documents from Government and other sources. The Department for Education (DfE) have a similar interpretation in their guidance documents, which state that RSE is "lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."⁵

Our college Mission statement commits us to developing *"a fully rounded curriculum that encourages all to challenge and serve a society that is religiously, racially and culturally diverse"*.

Relationship and Sex Education in a Catholic School must be part of the whole developmental process whereby the pupils are prepared for life as adults and helped to grow spiritually, emotionally, socially and morally, while also coping with physical changes. Their consciences should be informed and they should understand the consequences of their decisions in regard to relationships and sex.

RSE has a clear moral frame-work within which the primacy of Catholic teaching and values is emphasised at all times. All aspects of the course are treated with sensitivity and discretion.

The focus of RSE at St Richard's is on relationships and at the heart of the programme is the Christian reverence for life and the recognition that human sexuality is a gift from God.

The Governors recognise that it is their duty to provide a programme of Relationship and Sex Education for pupils which supports parents in their key role as teachers in this.

LEGAL REQUIREMENTS

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Currently, the legal requirements are:

- All maintained primary and secondary schools must teach the RSE elements of the National Curriculum Science Order.
- All maintained secondary schools must provide RSE as part of the basic curriculum, including as a minimum education about HIV, AIDS and STIs and the national curriculum content about human growth and reproduction.
- In the primary phase RSE is currently optional in Key Stages One and Two. There are statutory elements in the Early Years Foundation Stage.

- All maintained primary and secondary schools must have an up to date policy for RSE, even if the policy (in the primary phase) is not to provide such a programme.
- Parents have a right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.
- When providing RSE all schools must have regard for the Sex and Relationship Education Guidance published in 2000.

Fuller details are given in the Appendix.

Although legislation currently allows Governing Bodies in primary schools to have a policy of not teaching RSE, it is the school's view that RSE is an important part of the partnership between parents and schools and should be part of the curriculum at St Richard's Catholic College.

The school has received its RSE provision to meet statutory requirements as of September 2019. New designated schemes of work are being supported through 1010 resource provision which enables Catholic schools to meet statutory requirements.

ROLES

PARENT

"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents".

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. Parents are consulted whenever the school's RSE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSE that will be delivered and resources that are planned to be used.

Details about the parental right to withdraw from some aspects of RSE are detailed in the Appendix on page 9.

GOVERNORS

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying; Pastoral Care). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the school complies with Diocesan policy, directives, and guidance regarding RSE.

PRINCIPALS

Responsibility for the implementation of the RSE policy is delegated to the Principal, in liaison with the governors, parents, Diocesan Education Commission and the Local Authority. It is the task of the Principal to integrate RSE into the curriculum.

RSE LEADER/COORDINATOR

An appropriately trained RSE Leader/Coordinator (Hilde Vanvuchelen) has been appointed to oversee curriculum planning, Continuing Professional Development, training and support for teachers. With governors and the Principal, this person ensures that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curricula areas. One element of good practice which is to be adopted is to establish a cross curricula liaison group to support the RSE Leader/Coordinator.

TEACHERS AND OTHER ADULTS

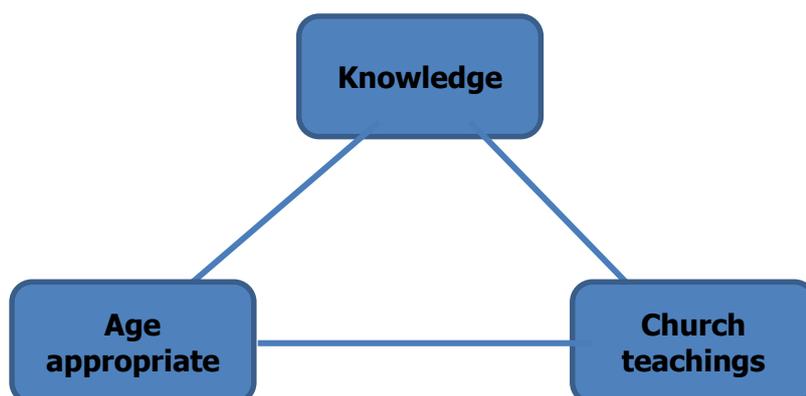
Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

THE AIM OF RELATIONSHIP AND SEX EDUCATION ON CATHOLIC SCHOOLS

"Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age."⁸

To provide children and young people with a "positive and prudent sexual education"⁹ which is compatible with their physical and psychological maturity. Effective RSE in Catholic schools must be designed around three cornerstone principles, namely that:

1. Pupils need clear, accurate and sound knowledge
2. Church teachings are presented in a forthright and clear manner, using the specific references provided by the Church
3. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key. Instruction should match the child's developmental level and, as with all learning, be aware of individual differences.



The aims of RSE in St Richard's are:

- to develop in pupils a sense of their own self-worth and uniqueness as created by God
- to enable all pupils to develop a positive self-image and positive attitudes towards sexuality, independent of peer group pressure
- to encourage the pupils to have respect for themselves and others
- to develop good relationships and respect the differences between people allowing for an appreciation of the different types of family
- to ensure that all pupils receive adequate factual information regarding their own and others' sexual development and lifestyle
- to develop an awareness of an individual's legal context regarding sexual behaviour
- to educate the pupils in the responsible management of relationships and help them to overcome any prejudices and misunderstandings they may have about sexuality
- to teach pupils about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage
- to give opportunities for pupils to discuss and learn about sensitive topics that could affect them and others and to know where to go to get help and support for themselves and others (including such topics as consent, female genital mutilation and child sexual exploitation).

This is taught in a sequential programme appropriate for each age group.

THE OBJECTIVES OF RELATIONSHIPS AND SEX EDUCATION IN CATHOLIC SCHOOLS

- To provide children and young people with a knowledge and understanding of the Church's teaching on relationships and sexual love
- To provide children and young people with a positive understanding of what constitutes good, loving relationships
- To provide children and young people with a knowledge and understanding of the biological facts about human reproduction
- To provide children and young people with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe

CONFIDENTIALITY AND CHILD PROTECTION

The college's confidentiality policy must be adhered to by all involved in this aspect of the curriculum. Regular reminders to teaching staff, parents and carers on the policy and how it works in practice are essential. Pupils should also be reminded that teachers and other adults in a classroom setting cannot guarantee absolute confidentiality. Pupils should be made aware about when and how to disclose confidential information and what constitutes such information.

Prior knowledge by staff on personal information concerning a pupil should be shared in a manner that reflects the best interest of the child. Staff receiving such information should respect the confidential nature of it.

Members of staff who gather information on matters involving pupils having sexual relations or other relevant issues should refer the matter to the Safeguarding Lead Teacher or her deputies in college. Referrals, if thought appropriate, can then be made to relevant agencies e.g. school nurse and relevant counselling given. The best interest of the child is taken into account at all times in such situations.

CHOOSING AND USING RESOURCES, WORKING WITH EXTERNAL SPEAKERS

Relationship and Sex Education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the Principal and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. Further guidance on working with external visitors can be found in the Education Commission's document Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese.

Available at <http://www.educationcommission.org.uk/> and should be consulted before inviting external agencies or visitors into the school.

CURRICULUM

All staff in the college are responsible in some measure for the successful delivery of a co-ordinated Relationship and Sex Education programme as all are concerned with helping the pupils develop healthy relationships, but some staff and departments have a major contribution to make through the content of their curriculum. The R.E., Science and PSHEe/Citizenship education and Humanities syllabuses in particular will reflect different aspects of the topic at each stage of a pupil's career. Every care has been taken to ensure that there is continuity and progression and that the subject-matter is suited to each age group. There is ongoing liaison between all staff involved at all times. In PSHEe the schemes of work are led by the Pastoral leader for that year group and delivered by tutors. It is overseen by the Subject Co-ordinator and the Vice-Principal responsible for this area.

METHODOLOGY

The manner of delivery will be warm, factual and safe and, in a spirit of openness, questions should be allowed to surface and be answered clearly and frankly, as appropriate. A variety

of teaching and learning styles should be used for the delivery of the Relationships and Sex Education - drama and discussion can be used effectively to explore issues and DVDs and ICT resources are a valuable starting point. The focus should be on active learning. Some pastoral staff may feel more comfortable with a team-teaching approach or the operation of a rotational system and specialist teachers are used in these cases. The programme is reviewed at Pastoral Care meetings and pupils who may be affected by the content are highlighted enabling sensitive issues to be handled in an appropriate way without causing distress. Staff are also encouraged to avail of inset opportunities as they arise. The induction of new staff must be planned, especially if they are not familiar with the teachings of the Catholic Church. Outside agencies and visiting speakers are a valuable resource, provided their brief is clear and the ground has been thoroughly prepared beforehand. The college will work to the recommended Sex and Relationship Guidelines (2003) issued by the East Sussex County team in respect to visitors delivering aspects of the curriculum and 2000 DfE SRE guidance.

DEALING WITH SENSITIVE ISSUES AND RESPONDING TO QUESTIONS

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil may be referred to his/her parents following a discussion with the Safeguarding Lead Teacher or deputies. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Pupils have a range of support services in-house and signposted on display boards across the school and in the newsletter to support issues that may arise.

Encouragement should be given to discuss these issues within the home, as appropriate.

CONCLUSION

The context of all RSE at St Richard's is the growth of the individual as a whole person, who lives in relationship with others. It is based on sound Christian educational principles and is modified as required in our rapidly changing world through a process of review and evaluation.

RSE is co-ordinated by the PSHEe subject co-ordinator. She is responsible for the overall planning, implementation and review of the programme across all year groups. She monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of RSE.

The PSHEe Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE. She may lead, organise or inform staff and the wider school community of training and current issues.

She liaises with external support agencies to encourage consistency and understanding in the school's RSE programme.

REFERENCES:

DfEE Relationships and Sex Education;
The Catholic approach to Relationships and sex Education – Bishop Malcolm McMahon,
March 2010;
Sex and Relationship Education: Guidance for East Sussex

Appendix I

Statutory guidance Relations and Sex Education (Secondary) Updated July 2019

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 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 pupils 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities

for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader

Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- 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 and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix II

Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance – to be introduced by September 2020

<https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.
3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
4. This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
5. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. (...)
6. Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high level framework of core content they are free to continue with this model. Other schools may choose different curricular models for delivery.
7. The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. It is important to check prior

knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

8. Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.
9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.
10. In this guidance where topics occur equally on and offline they are accommodated in the core content under the most applicable theme with the assumption that teachers will deliver them in a way that reflects that pupils will be negotiating issues and opportunities in these areas in all contexts, including online. Where there are topics with exclusively online content or implications this is drawn out explicitly.

APPENDIX III

CONTENT KEY STAGE 3 as covered by RE & PSHEe

Year 7

Physical Health and Wellbeing

Transition to Secondary School

Dealing with change

Mental Health and emotional well-being

Issues with and the law on drugs and alcohol

First Aid and being safe in an emergency

Friendships, with same and opposite sex, and other relationships

Anti-bullying

Internet safety, Cyber-bullying and Sexting

Relationship and Sex Education

Forming positive relationships

Peer pressure

Staying safe online

The body and how it works

Different relationships, same love

Female Genital Mutilation

Seeking help and advice

Living in the Wider World

British Values & Prevent

Careers

Rail Safety & Streetwise Pedestrian Safety

Year 8

Physical Health and Wellbeing

Emotional Health Well-being (including Self Esteem, Body confidence and Anti-bullying)

Drugs and Alcohol awareness

Smoking

Mental Health – unhealthy and healthy coping strategies

Managing my life (homework, time and independence)

Fire Safety

First Aid and being safe in an emergency

Anti-bullying

Internet safety

Relationship and Sex Education

Cyber bullying

RSE (Relationships including Assertiveness, Equality Romantic Relationships and LGBTQ+)

Vocation, Marriage and Families

Living in the Wider World

British Values

Careers

Economic Well-being (Financial Capabilities)

Year 9

Physical Health and Wellbeing

Yoga

Sanctity of Life (including Abortion, Euthanasia, Assisted Suicide and Infertility Treatments)

Emotional Health Well-being - Body confidence (including media)

Mental Health

County Lines

First Aid and being safe in an emergency

Anti-bullying

Internet safety

Drugs and alcohol (the law)

Relationship and Sex Education

RSE (Safe relationships, decision making, contraception, STIs, Sex and Alcohol and LGBTQ+)

Exploited

Living in the Wider World

Social Justice (including Catholic Social Teaching)

British Values

Citizenship (including Human Rights and Stereotypes)

Careers

Economic Well-being (Nebula Learning)

Year 10/11

Physical Health and Wellbeing

Yoga

Keeping healthy

Keeping myself safe (including Alcohol, Peer pressure, Knife crime, Teenage Depression, Self-harm and Drugs)

Sleep Factor

First Aid and being safe in an emergency

Anti-bullying

Internet safety

Gambling

Relationship and Sex Education

Teenage parenthood

Domestic Abuse

Qualities of a good relationship

Pressures

Positive relationships

Sexual and gender based stereotyping

Risk taking and consequences

Homophobia

Religious attitudes to homosexuality and homosexual relationships

Keeping myself safe (Internet safety, Grooming, Drugs)

Marriage, Commitment & Families

Separation & Divorce

Gender Equality, Prejudice & Discrimination

Keeping safe (forced marriage, abuse (consent), rape) Family planning

Family Support

Living in the Wider World

Democracy & Justice

Careers

Economic Well-being (Your Money Matters)

Community Cohesion

Extremism

RESOURCES

Yoga Factory

Video clips e.g. Staying safe, FIT, Swings & Roundabouts

Role play

Card activities

Debates

Continuums

Worksheets/laminated activity cards from various sources

Challenge Team UK

Ten Ten Theatre Company

Year 10 retreat, theme relationships

Visiting speakers (e.g. I-Rock, CHAT Health, WISE, Life)

School nurse

Penny Beale – Domestic Violence

Andrew Wright – Wellbeing and neuro-science

British Transport Police

David Law - Prevent

Block Day (positive Voices HIV/AIDS, First Aid, Andrew Wright - Wellbeing and neuro-science, Gatwick Detainees Welfare Group and Enterprise Day)

Discover Fortunes

APPENDIX IV

CATHOLIC TEACHING ON SEX AND MARRIAGE

Introduction - our dignity as human beings

The teaching of the Catholic Church on Sex and Marriage is firmly rooted in the Scriptures and in the teachings of Christ.

From the very outset The Church proclaims the dignity of men and women, made in the image of their Creator - with the ability to think, to feel and to love.

"God created man in the image of himself. In the image of God he created him. Male and female he created them."

Our sexuality is a wonderful gift from God. But like all God's gifts it needs to be treated with the respect and rational care that befits our dignity as the peak of God's creation. This is not easy, because our sexuality affects our whole approach to life - the way we think and feel and relate to others, and especially our need to give physical expression to our love.

It is also a very powerful instinct. It is a wonderful friend, but it can become a terrible enemy if we do not exercise that restraint, self-discipline and common sense which befits our human dignity.

Baptism

This dignity which we all have as human beings, irrespective of race, colour, or creed (and which also lies behind the Church's stance on issues such as euthanasia and abortion), is further transformed by the Sacrament of Baptism. Baptism brings us into a living and intimate relationship with the very life and love of God Himself. The Sacraments bring God's love into our daily lives. We are drawn closer to the life of the blessed Trinity in proportion to the generosity and faithfulness of our response to the Holy Spirit within us. In the Sacrament of Baptism, we enter the community of Christians - ideally a community of love. We become followers of Christ. We are called to love each other as Christ loved us. Jesus' love for us is total, forgiving and self-sacrificing.

Made for Love

We can say that we are made by Love for love. We are created to seek love. Our endless search for love, fulfilment, understanding and happiness is ultimately, a search for that perfect love which can only be found in God.

In our life's journey to God, we give expression to our love and to our need for love, primarily within the very sacred relationship of marriage.

The faithful, selfless love between a married couple draws them daily closer to the infinite love of God as well as drawing them ever closer to each other. Love making and sexual intercourse between husband and wife unites them in an intimacy and tenderness which heals, reassures, satisfies and affirms them as precious to each other. Concern for each other's pleasure and

sexual satisfaction is part of their love. If it results in the creation of new life they will see this as the visible expression of their mutual love, and of God's love for them.

Sex outside Marriage

The teaching of Jesus is clear and uncompromising - and was considered to be such even by the apostles. At the same time our Lord was always full of compassion and understanding. He would condemn the sin but not the sinner.

We cannot judge anyone, and only Almighty God knows our inmost soul.

Many people would say that when a couple fall in love and get married they are only "doing what comes naturally". Catholics would agree with this; but they would add that such a couple are also doing "what comes SUPERnaturally". The Catholic Church teaches that this high ideal of selfless love can best be achieved through the permanent and exclusive relationship of marriage. Christians believe that Jesus came to show us how to be fully human and fully alive.

"I have come that they may have life and have it to the full."

The Catholic Church's view on Marriage

The Catholic Church presents us with an ideal of marriage which is modelled on the total, self-sacrificing, forgiving, and life-long love which we see in the life and death of Christ Himself. It is based on a fundamental respect for our dignity as human beings - created and redeemed by God, and destined for happiness and love - both here and hereafter.

As followers of Christ, sharing his life and love through our Baptism and the other Sacraments, we give expression and witness to our faith and love by our attitude towards our sexuality, and especially towards marriage.

The following principles represent the Catholic view of an ideal sacramental marriage (i.e. a marriage between two baptised people). Much of what follows is implicit in the two essential qualities of Unity and Indissolubility.

Much of what follows is also taught by members of other faiths:

The Catholic Church sees Marriage as a permanent and exclusive relationship arising from a contract, freely entered into by the bride and groom, together with openness to the possibility of children.

Permanent - a lifelong and indissoluble partnership

- This excludes divorce and remarriage.
(A couple may obtain a *civil* divorce for practical reasons. In this case Catholics are not free to re-marry in church.)
- This gives the marriage both stability and strength.
- The couple vow to persevere through good and bad times.
- Their faith, and love of God and of each other grow daily.
- It builds up trust and a secure home for the children.

Exclusive - between one man and one woman to the exclusion of all others.

- This rules out infidelity of any kind.
- Jesus specifically condemned adultery;

"I say this to you; If a man looks at a woman lustfully, he has already committed adultery with her in his heart."

- Fidelity and honesty is a tremendous source of strength,

Unconditional - in practice this usually means openness to having children.

- Couples should plan their families responsibly.
- To exclude even the possibility of children (e.g. for career reasons) would usually invalidate a marriage.
- Marriages of older couples are welcomed by the Church.

Freely entered - both parties must decide without any undue pressure.

- If either partner has been married before they may not be free to marry in the Catholic Church.
- The couple must appreciate what they are doing, and intend to honour their vows.
- Any deficiency in these factors could render the marriage invalid in the sight of the Church. (cf. later note on Nullity).

Contract/Covenant Relationship - The contract is made by the couple before God.

- The terms of the marriage contract are not negotiable.
- They have been given to us by Christ Himself:

"What God has joined together, let no man put asunder."

- Marriage is a partnership between equals.
- The seriousness and sacredness of the marriage contract between two Christians renders it different from a merely civil contract.

A Catholic couple know that Almighty God is very much present in their marriage. It is called the Sacrament of Marriage. Indeed St. Paul likens the union of married love as a symbol of the close union between Almighty God and his chosen people...between Christ and his Church. For this reason, the marriage vows which a Christian couple exchange are called a *Covenant* relationship. They freely enter into a binding commitment for life in which their love of God is a very important and effective part. It involves three - husband, wife and Almighty God. That is why it is called a Sacrament.

Family Planning and Contraception

The Church encourages couples to plan their families responsibly so that they can provide adequately for their children. The Church teaches that each act of love should be open to the creation of new life.

This immediately raises the question of how a couple are to manage their own fertility. The Church's approach is to say that a couple, in their love making, should respect and preserve both the unitive and procreative aspects of sexual relations. In effect, this implies that only the natural family planning methods are available for Catholics.

These are based on nature's own rhythmic cycle of a woman's fertility. To use this method can be a source of great strength for a couple. It requires a total commitment of both partners, and considerable self-restraint.

Other, artificial, means of contraception are currently available. These include the pill, the cap and the sheath.

A Catholic, who deliberately and knowingly used a contraceptive method which is *primarily* abortifacient, would be in danger of committing a very serious offence against God's law. This demands that we respect life - especially when it is most vulnerable - within the womb.

While encouraging all married couples to respect her teaching, the Catholic Church also accepts that they must always follow the dictates of their own conscience, especially if they come from different religious backgrounds. The stability, happiness and security of the marriage must be an overriding factor in any decision they make in the matter of family planning.

Catholics who use artificial birth control methods are not rejected by the Church. They are still precious members of the community.

Nullity

As we have already noted, a Catholic marriage may prove to be invalid for a variety of reasons. The usual reason is when one of the parties to the contract is clearly unprepared to honour its terms, e.g. with regard to fidelity. This has to be proved. If a Nullity is granted, it is simply a statement that the marriage was null and void from the outset, irrespective of the sincerity of the innocent party. It is not "divorce by the back door".

Respect for Life

Abortion. The Catholic Church has always, and will always condemn abortion as the deliberate and unlawful taking of human life. No amount of insistence on the woman's right to choose, or the defence of abortion on social or medical grounds can hide the fact that "termination of pregnancy" is a denial of the unborn child's right to life.

Some operations which are abortive are allowed by the Church, but as a secondary effect arising from medical or surgical treatment of the pregnant mother - for example the ectopic foetus and some treatments for cancer.

Euthanasia. The so called "mercy-killing" of terminally ill patients, on the grounds that they no longer have any "quality of life" is also rejected by the Catholic Church. First of all, it presumes to "play God" in deciding whether or when a person should die. Life is given and taken by God. It is sacred and must be protected and sustained by all reasonable means.

As with Abortion, so with Euthanasia, there can be situations when a life is shortened as a result of medical treatment given for the alleviation of intense pain. However, such shortening of life is not directly intended and merely enables the terminally ill patient to prepare for their natural death with peace of mind and dignity.

Scientific work on the Embryo and Foetus

While the Catholic Church supports scientific work for the alleviation of suffering and disease, it does not permit this when human life forms are destroyed.

Such an approach may seem obstructive and obscurantist, but the fundamental attitude of the Church remains consistent throughout its teaching on matters regarding human life. Human Life is sacred; the means whereby it comes into existence is sacred.

APPENDIX IV



RISK ASSESSMENT FORM

Workplace	St Richard's Catholic College	Department	Safeguarding
Risk Assessor	DJB		
Room/Area	Whole School		
Activity/Task	Safeguarding : FGM	Date	2nd September 2019
Benefit of activity	Keep pupils safe.		

Description of Hazards
FGM can lead to infection, emotional anxiety and mental health issues and even death.

Consequence of Hazard

Minor injury	Injury	Over three-day absence	Major injury	Disability or Death
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Persons at Risk
Pupils highest at risk are from families who originate from countries in Africa, Middle East, Asia. Whilst FGM is not a religious practise and this is a Catholic School, it is a cultural practise and as a school with a large number of EAL pupils we must be ever vigilant to its possibility.

Current Control Measures

Designated schemes of work in PSHE to raise awareness and signpost support.
All staff trained on FGM and then statutory duty to report to the Police any suspected cases (County training July 2016 – DSL provides annual training).
JBL safeguarding officer has received specific training on FGM.
Attendance Officer aware and tracks holiday requests (though we are mindful that this is also happening in this country so absence of pupils is also scrutinised – no pupils from high risk countries are currently in the school but we are mindful that you cannot be certain of every child's ethnic origins – currently OK but checking with SJ).
Staff are fully aware that they can always come and discuss FGM concerns, information or issues with the DSL, but that they are responsible for immediate reporting via 999 if they become aware of a case of FGM.

Please mark appropriate number (1 = very low, 5 = very high) and Risk Priority Rating									
Likelihood : 1	2	3	4	5	Severity : 1	2	3	4	5
Risk (Likelihood x Severity)					5				
Risk Priority Rating					High (16 – 25)		Medium (9 – 15)		Low (1 – 8)

Recommended Control Measures
 If pupil joins school with a suspected risk whole staff training to take place at earliest opportunity.

Revised Risk Priority Rating (L) x (S) =	High (16 – 25) Medium (9 – 15) Low (1 – 8)
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Management action taken and implementation date(s)

Name of Manager: Deborah Bligh	Signature of Manager:	Date: 2nd September 2019.
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1st review undertaken on: September 2019	Signature of Manager:	Date:
2nd review undertaken on:	Signature of Manager:	Date:
3rd review undertaken on:	Signature of Manager:	Date: