



Nottingham Roman Catholic Diocesan Education Service

THE BECKET SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY (OCTOBER 2020)

I have come that you might have life and have it to the full
(John 10:10)

SCHOOL MISSION STATEMENT

The Becket is a Catholic school. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:

- inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- helping young people to grow in the love and knowledge of Jesus Christ
- developing in young people a deep knowledge and understanding of the Catholic faith
- practising Gospel values, such as forgiveness and helping those in need, within our school community and in society as a whole.

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.

Pupils' views about PSHCE and RSE have been gathered during a PSHCE session and have been analysed by the PSHCE Co-ordinator, in conjunction with the RSE SLT link and the Headteacher.

In consultation with the Our Lady of Lourdes Catholic Multi Academy Trust, the Ten:Ten Resources have been selected for use to deliver RSE. These resources are available for parents and carers to view via the Ten:Ten parent portal.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Advent term 2020. This policy will be reviewed every year as the Ten:Ten programme is developed further by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is November 2021.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is

available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance 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”¹. 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. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “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).”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

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

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

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.

AIM OF RSE AND THE MISSION STATEMENT

The Becket School's 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, our school aims state that 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. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

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**:

⁴ *Gravissimum Educationis* 1

- 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.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. This has close links to the school's Inclusion Policy.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME / RESOURCES

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play

- trigger drawings
- values clarification

Assessment of pupils' learning in RSE will take place during lessons, with focus on question and answer/quizzes/low stakes tests to ensure teachers can gauge the level of understanding reached.

Our programme will be covered as follows:

**Foundation Programme - Year 7 / Year 8
Ten:Ten Resources – Overview of Topics**

Session Title	Overview
Session One: Who Am I?	The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Pupils will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons.
Session Two: Changing Bodies	Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.
Session Three: Healthy Inside and Out	In this session, pupils identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem.
Session Four: Where We Come From	This session enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.
Session Five: Family and Friends	In this session, pupils will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship.
Session Six: My Life on Screen	Rooted in the RE teaching that we are made out of love for love, pupils will explore their digital lives and the effect our use of digital technology can have on ourselves and others. NB. This lesson should be taught in addition to a wider online safety curriculum, not replace it.
Session Seven: Living Responsibly	Building on previous sessions' learning about behaviour management, the final session of the Foundation Programme explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities.

**Foundation Programme - Year 9 / Year 10 / Year 11 Ten:Ten
Resources – Overview of Topics**

Session Title	Overview
Session One: The Search for Love	This lesson begins the module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. Pupils will learn that human love is a sign of the "greater love" of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that
	sexual intercourse is the most intimate expression of human love that should be delayed until marriage.

Session Two: Love People, Use Things	Building on the teaching in RE about sexual intimacy, this session explores some key issues for Year 9 pupils regarding sexual desire, casual sex, pornography and masturbation. It will empower pupils to love people and use things, rather than the other way around.
Session Three: In Control of My Choices	This session helps pupils to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. Pupils will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.
Session Four: Fertility and Contraception	Through interviews with experts and testimonies from couples, pupils will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will also be taught the Church's teaching on contraception and the value of life, and the specifics of how different contraceptives function.
Session Five: Marriage	In this session, pupils will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) leading to teaching about the nature and importance of sacramental Christian marriage. Pupils will also be encouraged to consider their own future relationship plans and give thought to developing the virtues they will need.
Session Six: One Hundred Percent	In this lesson, pupils will learn about non-physical and online consent (physical consent and sexual exploitation are covered in the next session). They will learn that consent given under pressure or coercion is not true consent.
Session Seven: Knowing My Rights and Responsibilities	The final session of this programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.

**Cinema in Education Experience
Ten:Ten Resources – Overview of Topics**

Year Group	Overview
Year 7	Cinema in Education experience based on the film 'Facts of Life'. The production aims to help young people examine the wide and varied pressures that they face in their lives. 'Facts of Life' is a story about friendship, new beginnings, bullying, aspiration, and the impact of social media on relationships. It helps young people to see their true, innate value through the eyes of God.
Year 8	Cinema in Education experience based on the film 'The Trouble with Max'. The production aims to help young people examine the wide and varied pressures that they face in their lives. 'The Trouble with Max' allows young people to reflect personally on the negative pressures and influences they are faced with and to combat these lies with a deeper understanding of the truth about who they are.
Year 9	Cinema in Education experience based on the film 'Love, Honour, Cherish'. The production aims to help young people examine the wide and varied pressures that they face in their lives. 'Love, Honour, Cherish' explores peer pressure, relationships, sexting and the impact of the media. It promotes the virtue of chastity, love and marriage.
Year 10	Cinema in Education experience based on the film 'Babies'. The production aims to help young people examine the wide and varied pressures that they face in their lives. 'Babies' covers a wide range of themes dealing with teenage pregnancy, abortion, parenthood, relationships, marriage, family love, love and responsibility. It enables young people to understanding delicate issues with their hearts and minds.
Year 11	Cinema in Education experience based on the film 'Truth and Lies'. The production aims to help young people examine the wide and varied pressures that they face in their lives. 'Truth and

Lies' uses a mixture of drama, documentary, discussion and reflection to help students understand that pornography negatively impacts the self, relationships and the wider world.
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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. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. 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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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 (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the PSHCE/RSE Co-ordinator and SLT link, along with the Science, RE and PE staff. In the academic year 2020-21, RSE will predominantly be delivered by RE staff; each year group's 'Cinema in Education' lesson will be delivered in PSCHE time.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering

a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHCE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHCE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy, Inclusion Policy etc).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

⁵ CES Checklist for External Speakers to Schools, 2016

Learning about RSE in PSHCE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was 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 pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their

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