

# ST. PAUL'S CATHOLIC COLLEGE



## Relationships and Sex Education Policy

# Our Mission at St Paul's

**S**ervice to each other: learning to become a self-disciplined leader

**T**eaching that inspires me, that challenges me, that gives me a lifelong love of learning

**P**artnership at the heart of our school: a partnership between school, home and community

**A**chievement: learn and achieve beyond my expectations within an internationally-enriched curriculum, using world-class technology, with people who care

**U**nderstanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

**L**ove and respect experienced through our vibrant Catholic Christian community

**S**uccess: academically, spiritually, morally, socially and beyond the classroom

# ***‘Learn to Serve’***

***St Paul's is a community of faith echoing St Paul's letter to Timothy where, as hallmarks of Christian living Paul stresses “love... service and doing the best that is possible.”***

## **St Paul’s Relationships and Sex Education Policy**

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<b>Reviewed</b>	<b>Spring 2019</b>
<b>Approved By</b>	<b>Spiritual Life Committee</b>
<b>Next Review Date</b>	<b>Spring 2022</b>

### **Relationship and Sex Education Policy**

#### **Introduction**

**Name of School:** St Paul's Catholic College

**Date of Policy:** January 2019

**Staff Responsible:** Louisa Davies

**Review Date:** March 2022

#### **Background information on the School and it's Community**

St Paul's Catholic College is a secondary school that educates boys and girls aged 11 to 18. The ability spread is that of a mixed comprehensive.

The catchment area is very wide, although the majority of students come from Sunbury, Feltham, Hanworth and Ashford. The percentage of students who receive free school meals is approximately 10%.

The percentage of students who do have English as a second language is higher than in most schools, and the percentage of boys is higher than other schools. The number of students identified as having special educational needs is about average when compared to other schools.

There is a significant number of students from ethnic backgrounds other than 'White - UK'. The majority of students are baptised Roman Catholics.

## **Description of Policy Formation**

The Policy was revisited in January 2019 and worked on by Louisa Davies (Deputy Headteacher)

## **Moral and Values Framework**

"The Church is formally opposed to an often widespread form of imparting sex information dissociated from moral principles." (Familiaris Consortio 37)

The source of our moral framework is ultimately from the life and teaching of Christ and clarified through the teaching of the Catholic Church.

Relationships and Sex Education is but part of the school's education in relationships. Consequently, each student is entitled to experience a school climate in which the quality of relationships between staff and students, and between students themselves, is marked by honesty, personal identification, warmth, trust and security. The quality of these relationships must be valued.

Relationships and Sex Education is offered in the spirit of "Good News", with regard to our becoming more fully human, our education should not be "problem" or "crisis-led". It should be positive, showing the potential for development, while enabling the risks involved to be understood and appreciated.

Teachers acknowledge that many students come from backgrounds that do not reflect the values and experiences promoted by the Relationships and Sex Education Programme. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to allow such students to feel a sense of worth. Teachers should help students of all backgrounds and circumstances to reach the 'ideal' that we could all aim for, even if we are destined to fall short of it.

## **Underlying Principles**

- Sexuality is a gift from God.
- We are made to love and be loved
- What we say with our bodies reflects what we mean in our hearts and minds
- Mature Christian sexuality involves openness and commitment to others.
- Genuine love is creative

"God is love and in himself he lives a mystery of personal loving communion. Creating the human race in his own image and continually keeping it in being, God inscribed in the humanity of man and woman and vocation, and thus the capacity and responsibility, of love and communion. Love is therefore the fundamental and innate vocation of very human being."

Familiaris Consortio, §11, Pope John Paul II

"Sexuality is an enrichment of the whole person - body, emotions and soul - and manifests its inmost meaning in leading the person to the gift of self in love."  
Familiaris Consortio, §37, Pope John Paul II.

## **Aims and Objectives of the School Relationships and Sex Education Policy**

Relationships and Sex Education is an integral part of the curriculum for all students. It takes place in the spiritual and moral context of the Catholic tradition.

The aims and objectives of this policy need to be read in light of the school's mission statement at the front of the policy.

### **Aims:**

- To recognise that we are all individuals created by God.
- To help promote a good self-image and sense of self-worth by developing a positive attitude to our own bodies.
- To reassure students at a time of physical, spiritual, psychological changes so that they can cope with their own personal development and relate it to a growing awareness of others.
- To promote a true appreciation of the gift of sexuality and understanding and acceptance of our own sexuality.
- To develop a sense of responsibility in choices and decisions concerning our and others - values and attitudes.
- To encourage students to recognise and appreciate the positive values expressed in the teaching of the Catholic Church on relationships and sexuality.
- To encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner making informed decisions based on the moral teaching of the Catholic Church.

## **Objectives: At Key Stage 3**

*All objectives set out below should be taken in light of Catholic teaching.*

### **Students should be able:**

- To understand the changes that have taken / are taking place in their own bodies;
- To have a positive self-image;
- To know they have value and have respect for themselves and for others;
- To be aware of their emotions and how they respond to emotional change;
- To understand the factors involved in family life and the role of parents;
- To appreciate the value of relationships, their changing nature, both within and outside the family;
- To be aware of the choices they make in relationships;
- To understand the life process of reproduction in animals;
- To understand and know the human life cycle, including physical and emotional changes during adolescence and physical and emotional factors necessary for humans in the early stages of development;
- To have an awareness of human fertility - the constant fertility of the male, the cyclical fertility of the female, and the consequent changes in feelings the cycle brings;
- To be aware of the variety of attitudes there are towards sexuality in society and to be able to make their own judgements on the values they meet;
- To recognise that they are gifted and that sexuality is a gift from God;
- To know what is meant by responsible behaviour in matters of sexuality;
- To begin to make decisions and judgements based on knowledge of issues considered with personal health, wellbeing and safety;
- To recognise that birth, growth and marriage are celebrated by rituals we call Sacraments;
- To know that some people choose to remain single and celibate for a variety of reasons;
- To understand why some actions are considered good and others bad;
- To know that certain lifestyles and patterns of behaviour can damage health;
- To understand and be aware of STI's and HIV/Aids and its transmission;

- To be aware of different moral values and explore those held by different cultures and groups.

### **At Key Stage 4**

*All objectives set out below should be taken in light of Catholic teaching.*

#### **Students should be able:**

- To know and understand what is involved in relationships, leading to marriage and to begin to have some understanding that family life can lead to happy, fulfilling relationships;
- To appreciate the sacramentality of marriage;
- To have positive attitudes towards their own sexuality;
- To develop responsible attitudes to sexual behaviour;
- To value human life and understand the process of human conception, birth and development;
- To appreciate the moral value attached by different societies and cultures to the embryo;
- To be able to understand and manage change in relationships;
- To know what is involved in divorce;
- To be able to express their feelings and be aware of themselves and the emotional changes they experience;
- To be aware of the influence of the media on attitudes to sexuality, to self image and stereotyping;
- To understand the importance of the choices we make and the effect we have on others;
- To be aware of different lifestyles and the effects they can have on those involved and on society;
- To know what is meant by sexually transmitted infection (STI);
- To understand HIV/AIDS and the issues involved;
- To be able to discuss sensitive and controversial issues, such as contraception, abortion, HIV/AIDS, and developments which involve the consideration of attitudes, values, beliefs and morality;

- To accept responsibility for one's actions and to be able to justify personal choice and decisions
- To enable students to understand the Catholic teaching on prejudice, compassion, love and homosexuality. That to express homosexuality itself is not evil or sinful, however the Catholic Church teaches that homosexual acts go against natural law.
- To help reduce discrimination and to educate tolerance, so students do not run the risk of becoming persecuted and socially isolated as a result of their perceived sexual orientation.
- To examine misinformation about homosexuality.

### **Equal Opportunities**

Access to the curriculum is vital; all students have an entitlement to a comprehensive relationship and sex education. The policy takes into account the age and needs of the students at each stage. As a "mixed" school boys and girls are offered the same opportunities. The college equal opportunities policy should be referred to

### **Organisation of the School Relationships and Sex Education Policy**

The School Relationships and Sex Education policy is delivered cross curriculum, with the main areas delivering being RE and Science.

All staff in the college have a role in the implementation of the policy and must be aware of the implications of this document.

Deputy Headteacher responsible for Catholic Ethos is responsible for the Relationships and Sex Education Policy in the school.

### **Outside Speakers for Students**

When using visitors with teaching groups, we have a responsibility to ensure that both the content and practice accord with college policy. It is important that:

- The person arranging the session should have prior knowledge of the speaker / organisation before a booking is made.
- The session should be planned in discussion with the Curriculum Co-ordinator, Head of Year or the Deputy Headteacher as appropriate.
- A clear brief should be given to the speaker, with a copy of the school Mission Statement and appropriate policies with information about the target group and curriculum context.

- Follow up and evaluation of the input with students should be planned at the time of booking.

### **Specific Issues Statement**

The school counsellor is available to direct students where they can obtain specific information.

### **Confidentiality, (individually and in the classroom)**

As professionals we cannot promise confidentiality. In Child Protection issues, for example, the responsibility lies with the teacher to refer to the Child Protection Liaison Officer any circumstances, which indicate that a student may be being abused or is in danger of being abused. See the Staff Handbook for more detailed information and direction on this issue.

In circumstances where students are indicating that sexual practice is taking place which is illegal, teachers need to take great care. We cannot condone illegality. Nevertheless, the student may be asking for support and guidance and responsible teachers would wish to respond to that request. All such sensitive enquiries by students should be referred by the teacher to the Child Protection Liaison Officer, and they then take decisions about further action. Students should always be encouraged to share their problems with parents but where this seems an impossible option to the student, agencies in the community should be referred to who can offer confidential advice. Where students require specific information of a sensitive nature the college counsellor is available to direct students to where they can gain specific information.

### **Child withdrawal procedures**

On entry to St Paul's Catholic College parents agree to their child taking part fully in every aspect of the religious life of the school, including Religious Education lessons and liturgies. However, parents have a statutory right to withdraw their children from aspects of the Sex Education Programme. As a school we acknowledge the right for parents to withdraw their children but would find this difficult to implement. In the first instance they are advised to discuss the situation with the Deputy Headteacher.

### **Complaints procedure**

If a parent has a concern or complaint about the conduct of the sex education programme they should initially raise it with the Deputy Headteacher. Should this fail to resolve the matter then the normal complaints procedure through the Headteacher and if necessary the governors can be followed.

## **Homosexuality**

The following should be read in light of the underlying principles, that 'sexuality is a gift from God.' Given the nature of our society, students are likely to ask questions about homosexuality. The aims of teaching about homosexuality and responding to student's questions and concerns should be:

- To enable students to understand the Catholic teaching on prejudice, compassion, love and homosexuality. That to express homosexuality itself is not evil or sinful, however the Catholic Church teaches that homosexual acts go against natural law.
- To help reduce discrimination and to educate tolerance, so students do not run the risk of becoming persecuted and socially isolated as a result of their perceived sexual orientation.
- To examine misinformation about homosexuality.

## **Teenage Pregnancy**

If a student becomes pregnant though this creates a tension with our moral principles - the school supports life and will do all it can to help her and her family.

## **Procedures for supporting any members of the school community infected or affected by HIV/Aids**

We are a Christian community and therefore have a responsibility to care and support any member of the school community if they are infected or affected by HIV/Aids, just as we would support any individual or family in need.

## **Working with Parents**

"Since parents have conferred life on their children, they have a solemn obligation to educate their offspring. Hence, parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it."

Gavissimum Educationis §3, Vatican II

St Paul's Catholic College works in partnership with parents, recognising that parents have the primary responsibility in educating their children in matters of relationship and sex education. The college's role is to support and assist parents in carrying out this responsibility.



## St. Paul's Catholic College SRE Yr7 Scheme of Work

1.	What's it all about?	To gain an understanding of what Relationships & Sexual health is all about. To know how our physical appearance is less important than the characteristics we possess.	The 'perfect female' outline The 'perfect male' outline	<b>'Before the figleaves'</b> p19-30. He created from "the dust" like the animals (he is bodily), but he also has the "breath of life" inspiring his body. An inspired body is not just a body but <i>somebody</i> . We owe special respect to all of God's creatures (CCC 2415-2418)
2.	What's in a relationship?	To know & understand that there are a variety of types of relationships. To reflect on the relationships I am part of.		<b>'Communion of persons'</b> . P23-25 and 58-61 Refers to the unity or "common union" established when persons mutually give and receive "the sincere gift of self."
3.	Communications & Emotions	To understand the difference between verbal and non-verbal communication. - To appreciate that the way we communicate can affect our relationships.	Communication and emotions grid	<b>'The language of the body'</b> p92-93. We all know that we can speak without uttering a word through the language of our bodies. A wave of the hand says "Hello" or "Goodbye." A shrug of the shoulders says, "I don't know." A raised fist expresses anger.
4.	What is sex?	(i) To examine what sex is, (ii) Why people want to have sex, and (iii) Why the Church teaches that it is a good idea to delay having sex until married		<b>'Responsible parenthood'</b> p114-116. The integration of the faithful love of husband and wife in such a way that they participate fully, prudently, and generously in receiving children from God. <b>Sacrament of creation'</b> p77-79. Refers to the fact that God's "mystery of love" became most visible in creation through the "sign" of the union between man and woman.
5.	Health & Wellbeing.	To know the factors that may influence your health (positively & negatively) To understand the term sexual health To know 3 of the potential dangers of sex to one's health and wellbeing.		<b>'Ethics of the sign'</b> p111-113. The norm for sexual morality is whether or not a given behaviour truly images or signifies the free, total, faithful, fruitful love of Christ. If it does not, it is a counterfeit for the love we truly desire. <b>'Lust'</b> refers to sexual desire void of God's love. Lust leads a person toward self-gratification at the expense of the other.



## St. Paul's Catholic College SRE Yr8 Scheme of Work

1.	Physical Traits	To explore the perfect physical traits in a human being		<b>'Christianity does not reject the body'</b> p3. "As a being at once body and spirit, man experiences and perceives spiritual realities through physical signs and symbols" CCC1146
2.	Choosing a partner	To know & understand how we all have rights & responsibilities in a relationship. To be able to identify what some of these are.	Diamond 9 group work grid	<b>'The communion of persons'</b> p.25-26. "Man becomes the image of God not so much in the moment of solitude as in the moment of communion." In other words, man images God "not only through his own humanity, but also through the communion of persons which man and woman form right from the beginning"
3.	When is it right to have sex?	To examine what sex is, Why people want to have sex, and Why the Church teaches that it is a good idea to delay having sex until married	Sex strike out sheet	<b>'Imaging God's love'</b> p106. "Ultimately, all questions of sexual morality come down to one very simple question; Does this act truly image Gods <i>free, total, faithful, fruitful</i> , love or doesn't it?"
4.	Sexually transmitted diseases	To be able to identify the most common STI's affecting young people today. To examine the link between STI's and the Catholic teachings on sex before marriage.		<b>The effects of sin.</b> P31 <b>CCC 2336</b> "Jesus came to restore creation to purity of its origins" We cannot return to the state of innocence, but by the power of Christ's death and resurrection, we can progress more significantly on the journey of restoration than most people can imagine. This can be a "messy" journey.
5.	Contraception	To know & understand different types of contraception To be able to identify which types of contraception the Catholic church finds acceptable in marriage		<b>Responsible parenthood</b> p114-115. 'The Church has always recognised that the only method of "birth control" that respects the language of divine love is "self-control"...'. 'Couples who use NFP when they have reason to avoid pregnancy never render their sexual acts sterile; they never contracept'.

6.	Sexual health	To analyse the Church's teaching on contraception. To evaluate whether the church's teaching on sexual health is one that you agree with.		<b>Theology in the bedroom.</b> P.111 'John Paul II shows the deepest theological reason for the immorality of contraception – it is fundamentally sacrilegious because it falsifies the sacramental sign of married love.
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## St. Paul's Catholic College SRE Yr9 Scheme of Work

1.	Respect.	To be aware of a range of sexualities and to recognise the responsibility we all have to work and behave inclusively.		<b>Purity of heart p48:</b> to the degree that we are pure of heart we understand, see, and experience the body as God created it to be, as a revelation of his own divine mystery.
2.	Starting a sexual relationship.	To know & understand that there are positive and negative impacts of starting a sexual relationship. To be able to link this to the Catholic teaching on sex before marriage.	Diamond 9 grid	<b>Original nakedness: key to understanding God's original plan.</b> P.25-26. 'Only a person who is free from the compulsion of lust is capable of being a true "gift" to another. The "freedom of the gift," then, is the freedom to <i>ble</i> ss, which is the freedom from the compulsion to <i>grasp</i> and <i>possess</i> . It is this freedom that allowed the first couple to be "naked without shame".
3.	Sexually transmitted diseases.	To be able to identify the most common STI's affecting young people today. To examine the link between STI's and the Catholic teachings on sex before marriage.		<b>The effects of sin.</b> P31 <b>CCC 2336</b> "Jesus came to restore creation to purity of its origins" We cannot return to the state of innocence, but by the power of Christ's death and resurrection, we can progress more significantly on the journey of restoration than most people can imagine. This can be a "messy" journey.
4.	Contraception and protection.	To identify the main types of contraception available to young people. To know & understand the Catholic teaching on contraception.	Defining contraception sheet	<b>Theology in the bedroom.</b> P.113 'Most couples who use contraception simply have no idea that this is what they are saying to their bodies, so this is not a matter of assigning culpability. But even if a couple is innocent in this regard, contraception will still have its damaging effect on the relationship.'

5.	Accessing help and support.	To understand that all young people have the right to access confidential sexual health services. To be able to offer advice to peers to help them overcome barriers to accessing sexual health services.		<b>Incarnating the Gospel. 82.</b> This means demonstrating that God's plan of love for humanity is not "out there" somewhere. It is "right here" in our everyday experience of being male and female and in our longings for communion. If the Gospel is not incarnated in this way, it will forever remain detached from what is "essentially human".
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**Content Heading for the College Relationships and Sex Education Policy**

Years	Family Life and Parenting	Personal Relationships	Sexual Development and Sexuality	Social Pressures	Gender Awareness and Body Image
10	<ul style="list-style-type: none"> <li>• Describe the different types of technological interventions in reproduction, such as AI &amp; IVF</li> <li>• Understand the responsibilities for raising and caring for children.</li> <li>• Describe the impact of parenting on everyday life - the physical, economic, emotional &amp; social implications.</li> </ul> <p>□</p>	<ul style="list-style-type: none"> <li>• Apply their understanding of relationships to respond to changes within relationships.</li> <li>• Name the different organisations which offer support in human relationships.</li> <li>• State the characteristics of organisations which offer support in human relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• State the biological aspects of reproduction.</li> <li>• Identify the advantages and disadvantages of various family planning methods.</li> <li>• Explain the reasons why people choose to abstain from sex for social, faith or cultural reasons.</li> <li>• Explain what is meant by a GUM clinic &amp; identify the location of local GUM clinics.</li> <li>• Understand the importance of these clinics for safeguarding sexual health.</li> <li>• Reflect on beliefs about homosexuality &amp; analyse the reasons for different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the law towards sexual behaviour</li> <li>• Role-play responsible decision making</li> <li>• Describe the impact of sex on society</li> </ul>	<p>□ Understand and explain the need for positive image of self and others.</p>

### Content Heading for the College Relationships and Sex Education Policy

Years	Family Life and Parenting	Personal Relationships	Sexual Development and Sexuality	Social Pressures	Gender Awareness and Body Image
11	<ul style="list-style-type: none"> <li>• Produce a continuous account of the roles and responsibilities within families</li> <li>• Identify the strengths and weaknesses of family life</li> <li>• Explain the reasons for arguments with the family.</li> <li>• Explain the importance of self esteem when parenting.</li> <li>• Discuss issues of discipline and the importance of parents setting boundaries with their children.</li> <li>• Explore factors, which affect parent/child relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their understanding of the changing nature of sexuality to their experiences in life.</li> <li>• Explain what is meant by the menopause.</li> <li>• Describe different types of sexual harassment</li> <li>• Reflect on personal views of sexual harassment and analyse the effect of harassment on individuals.</li> <li>• Describe the behaviours which are classified as domestic violence</li> <li>• Consider the impact of domestic violence on the physical, psychological and emotional well-being of the victim and also the impact on children with the family.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on beliefs about homosexuality and analyse the reasons for different points of view.</li> <li>• Use their knowledge and skills to protect themselves from unintended conceptions and STI's.</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplify responsible decision making.</li> <li>• Analyse the reasons for exploitation in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the reasons for gender identity and explain why there are different identities and stereotypes</li> <li>• Discuss the impact of media pressures on personal relationships.</li> </ul>



## **Additional Documents**

Child Protection Policy

Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century - 2010

## **PSHE Policy**

Personal Social Health Education is fundamental to all learning that takes place in school. It offers a balanced education, which is concerned with academic achievement across the Curriculum as well as the spiritual, moral, cultural and physical growth of the individual.

The aim of Personal Social Health Education at St. Paul's Catholic College is to support and reinforce the college aims and values within the context of our mission statement. The Personal Social Health Education programme allows every member of our community to explore their unique gifts and talents in order to understand the contribution they can make to a wider society. The themes identified by the national curriculum are linked to the Gospel values of Truth, Justice, Peace and Love, which are the foundation stone of our school.

