



THE
MARIST
SCHOOL
ASCOT

School DfE No: 868/6013

Relationships and Sex Education Policy - Pt 1, 2

Feet on the ground. Reaching for the stars.

Relationships Education and Sex Education Policy (RSE)

This policy applies to the whole school including Senior, Preparatory and EYFS

Legal Status and Policy Development

This policy recognises the requirements of schools in law as outlined in The Equality Act 2010 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. The policy supports the development of our Marist Values of Family Spirit, The Marist Way, Simplicity, Presence and Love of Work. It has been developed in consultation with the Diocese, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation - we investigated what exactly pupils want from their RSE through a pupil focus group/ school council.
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

Implementation and Review of Policy

Implementation of the policy took place after consultation with the Governors in the Autumn term 2020. This policy will be reviewed annually, in consultation with the above representatives. The next review date is Autumn term 2022.

Copies of the document will be available to all parents through the school's website and available on request from the school office.

Preface

We believe every child/student is entitled to receive RSE regardless of ethnicity, gender, gender assignment, religion, age, culture, disability, sexuality, sexual orientation, language, special needs, social disadvantage or being in social care. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision where required.

Definition of Relationships and Sex Education (RSE) in a Catholic School

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

1. From September 2020: statutory Relationships and Sex Education DfE Sept 2020. Pre-September 2020 Sex and Relationship Education Guidance, DfE, 2000

In a Catholic school, the imparting of RSE cannot be dissociated from moral principles. It is founded on the Catholic understanding that authentic human love is more than sexual expression. The Church teaches that sex is one of God’s gifts and therefore an undeniable part of an individual’s identity and that relationships of sexual intimacy are reserved to marriage.

In accordance with the Church’s teaching, emphasis is placed on family and Catholic marriage whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. The belief in the unique dignity of the human person made in the image and likeness of God provides a values framework to sex education. The requirement to deliver RSE in accordance with the teaching of the Church is compatible with the guidance issued by the DfE.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. The law requires that maintained secondary schools teach sex education, human growth - puberty and menstruation, procreation and education about HIV and AIDS and other sexually transmitted infections. RSE is not about the promotion of sexual activity.

The Learning and Skills Act 2000 requires that young people learn about the nature of marriage and its importance for family life and bringing up children. **Keeping Children Safe in Education April 2021** identifies specific safeguarding issues and that school Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and/or through RSE. Specific issues include: teenage relationship abuse, gender-based violence and violence against women and girls (VAWG) and female genital mutilation (FGM). The issues of sexting and child sexual exploitation are specifically covered in the e-safety curriculum.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the components of sex education, other than those elements contained in the National Science Curriculum. The RSE topics covered in the PSHE programme will be outlined in a newsletter or as a separate letter sent home in advance. In the Senior Phase, RSE topics will be outlined in the information evening at the start of term and then placed on the website. Parents are invited to discuss their concerns with the Head of Year/Key Stage Lead. Requests for withdrawal should be put in writing and addressed to the Vice Principal in Prep. In the Senior phase, requests for withdrawal should be put in writing to the Deputy Head Pastoral. After these discussions, except in exceptional circumstances, the school should respect the parents' request up to and until three terms before the child turns 16. After that point, the child turns 16, if the child wishes to receive sex education, the school should make arrangements to provide it during one of those terms. Alternative work will be given to students who are withdrawn from sex education.

Parental Involvement

The school's policy is to maintain a dialogue with parents on RSE in order to respect their needs and responsibilities. We regard parents as the "primary educators" and the role of the school is to assist parents in this role.

"Since parents have given children their life, they are bound by the most serious obligation to educate their offspring and therefore must be recognized as **the primary and principal educators.**"
Gravissimum Educationis - Declaration on Christian Education: Section 3 (article 11) (1965)

Parents and pupils should be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

Principles

- In order for the RSE components of PSHE to be fully effective, staff need to be aware that a class can be composed of pupils with different sexual orientations, and family backgrounds. Staff should be sensitive to the needs of the individual pupil. The programme should be taught discreetly and as part of the cross-curricular work in both the Prep and Senior Phases.

It should:

- be delivered in an age appropriate way which reflects the development of the child;
- be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- and promote virtues which are essential to promoting respect and dignity;
- and equip young people with the ability to consider/make practical judgments about the right thing to do in particular circumstances.

Broad Aims

The broad aim of RSE at our school is to assist our students in their preparation for adulthood. In order to do this, we strive to do the following:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide opportunity for students to value the following: their own sexual identity and that of others; the central importance of marriage, family life and fidelity in relationships.
- Illustrate how pupils can gain access to information and support.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Relationships education and sex education focus on the development of skills and attitudes, not just the acquisition of knowledge.

In the Prep phase, we have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Primary relationships education will be largely taught through a programme in the spring called 'Life to the Full' by the Ten Ten Company as recommended by the Diocese of Portsmouth. In the Senior Phase, the curriculum is also supported through the PSHE Association; Key Stage Leads work together to ensure continuity of RSE through the Senior phase.

Delivery of RSE

1. A team consisting of the Vice Principal Prep, Deputy Head Pastoral, Senior phase Key Stage Leads, the Chaplain and the Prep PSHE Coordinator will coordinate the RSE programme in consultation with the Principal, The Assistant Head Prep, the Head of Science and other appropriate staff.
2. RSE will be incorporated and delivered through the Science, IT, Religious Education and PSHE curriculum and taught by teachers who are informed of their responsibilities of delivering these topics in line with teaching of the Roman Catholic Church.
3. The delivery of RSE will affirm the teaching of the Catholic Church whilst recognising that pupils need to be aware of different attitudes.
4. The help of outside agencies and speakers, who respect the Roman Catholic ethos of the School, will be sought to support the programme and will be invited to complement the School's teaching with their professional perspectives.
5. Provision for external support agencies can be made for pupils with specific learning difficulties. These agencies will be provided with the appropriate church teaching on RSE.
6. There will be a regular review and evaluation of the delivery of RSE that will include the views of the students and the evaluation may inform future lessons.

Use of visitors

Visitors, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be expected to work within the values framework of a Catholic school and can be given a copy of this policy. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as

how our faith institution may support people in matters of relationships and sex. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer for an answer or seeking advice from the Head of Year or PSHE coordinator. In the Senior Phase, the student would be referred to the Key Stage Lead.

Child Protection / Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Children with special needs

Teaching and resources will be differentiated to address the needs of these children in order for them to have full access to age appropriate content of relationships and sex education.

Monitoring and Evaluation

In the Preparatory phase, monitoring is the responsibility of the Vice Principal, PSHE co-ordinator and staff with responsibility for teaching relationships and sex education.

In the Senior phase, monitoring is the responsibility of the Deputy Key Stage Lead.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by a range of means e.g. learning walks, lesson observations, sampling student books, planning schemes, questionnaires to teachers, the Pupils' voice and feedback from parents.

In the Senior Phase, teachers will assess understanding and capture progress using a range of formative assessment activities, for example: questioning, short tests, quizzes or self-evaluations. The programme will be formally evaluated biannually by means of questionnaires/response sheets.

The effectiveness of the RSE programme will be evaluated by assessing pupils' learning and implementing change if required.

Appendix

The curriculum for Relationships and Sex Education includes:

EYFS

- The concept of male and female and how young animals need care.
- How to develop skills to form friendships.
- To start thinking about relationships with others.

Science

Key Stage 1

- Recognise the basic parts of the human body.
- Notice that animals, including humans, have offspring which grow into adults
- Observe and describe how seeds and bulbs grow into mature plants.

Lower Key Stage 2

- Explore the part that flowers play in the life cycle of flowering plants.
- Recognise that living things can be grouped in a variety of ways.

Upper Key Stage 2

- Study the life cycles of a mammal, an amphibian, an insect and a bird and recognise the differences
- Describe the life process of reproduction in some plants and animals.
- Recognise the changes as humans develop to old age.
- Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Key Stage RE

- Family relationships, different family groups and friendship.
- Rituals, traditions and feelings associated with birth, marriage and death.

Key Stage 1 PSHE

Year 1 Autumn:

- Wellbeing
- Anti-Bullying

Spring - Summer

- Safer Internet Day.
- We are all unique.
- Similarities and Differences
- Treat Others Well,
- Importance of say sorrying.
- Supporting one another
- Groups and Communities
- Sharing.

Year 2 Autumn:

- Wellbeing

- Recognising our strengths
- How we are more responsible/independent.
- Understanding our needs as we grow
- Anti-Bullying week-where/who do we go to for help

Spring:

- Safer Internet Day.
- God loves us all
- I am unique-My Body and My Health
- My feelings-likes/dislikes
- Consequences of our actions
- The Cycle of Life

Summer:

- How can we support one and other (Trinity House)
- The communities we live in
- Recognising responsibilities and effects of neglected responsibilities
- People who work in our community.

Key Stage 2 PSHE

Year 3 Autumn

- Wellbeing and dealing with different emotions.
- Anti-bullying,

Spring

- Safer Internet Day.
- Resolving conflicts - simple strategies to resolve arguments between friends positively.
- How to ask for help if a friendship is making them feel unhappy'
- When Things Feel Bad
- When thing Change
- Sharing Online
- Chatting Online
- Physical Contact

Year 4 Autumn

- Wellbeing.
- Anti-bullying.

Spring

- Safer Internet Day.
- Under Pressure
- Self-Talk
- Sharing Online
- Chatting Online
- Physical Contact

Summer

- Diversity: respect for Different Cultures
- Traditions Celebrating Growing Up

Year 5 Autumn

- Areas that can affect health and wellbeing.
- Appropriate ways to express conflicting feelings.
- Anti-bullying.
- Danger of stereotyping.

Spring

- Safer Internet Day.
- Value of Differences.
- Respecting Our Bodies.
- Puberty and Changing Bodies
- Exploration of Feelings.
- Life Cycles (TEN TEN/Science).

Summer

- Impact of Media
- What it means to be a community.
- Groups that Support the Community.
- Appreciation of A Range of Identities in the UK.
- Customs of People Living Around The World.

Year 6 Autumn

- Anti-bullying
- The Wider Community: Risks and Safety Procedures.
- Increased independence linked to greater responsibility
- Understand equalities and similarities among people
- Know some effects of drugs on the body and concept of drug addiction.

Spring

- Safer Internet Day.
- Impact of Media Advertising on Body Image.
- Responses to Inappropriate Online Material
- Consider actions in face of exposure to inappropriate material, requests for images of themselves, harassment etc.
- Protecting our bodies

Summer

- Safety guidelines for children.
- First Aid training
- Human rights.
- Benefits of Living in a Diverse Society.
- Appreciation of the Range of Identities in the UK.

RSE in the PSHE Programme in the Senior Phase

Year 7 Puberty Revisited

- Puberty body changes
- The Menstrual Cycle
- Coping with periods
- Products you can use

- Personal hygiene
- E-Safety – Online relationships and social networking
- Family life and positive relationships
- How to build good working relationships
- Self-esteem

Year 8 Well Woman Presentation

- Menstrual health
- Use of tampons and Toxic Shock Syndrome
- Pre-menstrual Syndrome – symptoms and advice
- Stages of menstrual life
- Appropriate adult relationships
- Appropriate friendships - boys and girls
- Coping with conflict in relationships
- Thinking for yourself - peer pressure
- Different family types

Year 9 Self-esteem and self-confidence

- Body image
- Relationships and values
- Qualities of a good relationship
- Peer pressure
- Legal age of consent
- Pregnancy
- FGM – Female Genital Mutilation and women’s rights
- E-Safety – sexting
- Male and female body image
- Prejudice and discrimination
- Diversity in sexual attraction

Year 10 Sexual Health and Well-being

- Self-respect and relationships
- Women’s health
- Sexually transmitted infections
- Fertility awareness
- Homosexuality and homophobia
- On-line reputation and sexting
- LGBT relationships
- Forced and arranged marriage
- Relationships - living in a diverse society

Year 11 An Evaluation of the Different Approaches to Family Planning

- Natural family planning
- Hormonal methods used for contraception
- Barrier methods of contraception
- Artificial methods of contraception

- Relationships – navigating the digital world
- Women’s health- breast examination
- Pressures related to relationships/friendships

A presentation to Sixth Form and Year 11 about personal safety and prevention of rape and sexual assault by the **RAP Project** (Raising Awareness and Prevention Project).

Sixth Form

- Abusive relationships
- Pornography
- Breast Awareness
- Sexually Transmitted Infections
- Female Genital Mutilation

Curriculum Links to Senior RSE

Religious Studies

Key Stage 3

Year 7/8 study:

- Creation and Covenant – teaching on how all human beings are made in the image of God;
- Slavery in the context of the slavery of the Jewish people in Egypt but including reference to modern day slavery.
- teaching on the Ten Commandments includes some understanding of Church teaching on not taking life (mentioning abortion and euthanasia) and on sex outside of marriage (following the commandment not to commit adultery).

Year 9 in their Judaism course (the first part of their AQA GCSE studies) look at:

- Key moral principles in Judaism including justice, healing the world, charity and kindness
- The importance of the sanctity of human life
- The marriage ceremony in Judaism

Key Stage 4

In Year 9/Year 10 students study a module on Creation as part of their Catholic Christianity paper. This includes the study of:

- the meaning and significance of the belief that human beings are made in the image of God.
- The influence of this on Catholic views about: free will, stewardship, the dignity of human beings and the sanctity of life.

In Year 10 students study a module on Incarnation as part of their Catholic Christianity paper. This includes the study of:

- Jesus as the fulfilment of the law, a model of virtues and authoritative source for moral teaching as exemplified in the Beatitudes (Matthew 5:1–12) and in his teaching on how Christians should respond to those in need (Matthew 25:31–46).

- The meaning and significance of the influence of *imago dei* on Catholic practice in terms of protection of the unborn, with reference to Luke 1:44.

In Year 10 students study a module on Redemption as part of their Catholic Christianity paper. This includes the study of:

- The meaning and significance of the conscience as the Voice of God and as a guide for the redeemed with reference to Gaudium et Spes 16 and the Catechism of the Catholic Church. Different Christian understandings of the conscience and its value as a guide.

In Year 10 students study a module on Church and the Kingdom of God as part of their Catholic Christianity paper. This includes the study of:

- How Kingdom values have influenced the ways in which vocation is understood in Catholicism whether through priesthood, family, religious life or community.

The students study a Themes Paper in Year 11 as part of their GCSE. It is AQA Syllabus B Theme A: Religion, relationship and families

In this section we look at:

Relationships and the human condition - love and sexuality: communion and complementarity:

- The Biblical understanding of human beings as sexual, male and female
- The meaning and significance of Catholic teaching about the nature and purpose of sexual love as marital, unitive and procreative.
- Key features of John Paul II's *Theology of the Body*.
- Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including sex before marriage, adultery and homosexuality.

Perspectives on relationships – marriage, cohabitation, divorce and separation:

- Foundational conditions of a valid marriage in the Catholic Church.
- The nature of marriage and the marriage vows.
- Catholic guidelines on annulment, divorce and remarriage.

- Different perspectives, Christian and non-religious in contemporary British society on these issues including cohabitation and the extension of marriage laws to same sex couples.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and responsibilities – roles of men, women and children within the family:

- Catholic approaches to family planning.

- Catholic views on the nature and purpose of the family in the 21st century, including procreation; security and education of children; the roles and responsibilities within the family of men and women (Ephesians 5:21–6.4).
- Catholic teaching on the dignity of work within the home.
- Contrasts or links Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including the use of artificial contraception and the rights of same sex parents and single people to have children.

Gender, equality and discrimination – equality of women and men:

- Foundational equality of women and men in biblical tradition.
- Catholic teaching on the equality of women and men.
- Gender prejudice and discrimination, including examples; key features of Catholic opposition to gender prejudice and discrimination.
- Contrasts or links Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on these issues including the view that treating men and women equally means treating them the same.

In Theme C: Religion, human rights and social justice in Year 11 we study:

Prejudice and discrimination

- Christian teaching against racial prejudice and discrimination and about how the worth of the individual should be judged.
- Christian teaching about the ideals of equality and justice.
- Christian attitudes towards prejudice and discrimination within religion, with reference to gender and sexuality.
- Contrasts or links Different perspectives, Christian and non-religious (such as atheist or humanist), in contemporary British society on these issues.

Year 10 RE Away Day - The theme is “God’s Unique Creation.” Part of the day explores personal relationships and self-esteem, recognising and resisting social pressures particularly in relation to sexual pressures and body image.

Year 10 - also receive input on RSE from various Catholic speakers which have included a drama presentations by the Ten Ten Company:

- “BABIES” - a performance workshop which covers a wide range of themes dealing with teenage pregnancy, abortion, parenthood, relationships, marriage, family life, love and responsibility. It enables young people to understand delicate issues with their hearts and minds.
- “CHASED” explores peer pressure, relationships, the impact of the media and the influence of alcohol. It promotes the virtue of chastity, love and marriage.

Also speakers from Pure in Heart who speak of the positive reasons for living a chaste life.

Key Stage 5

In their Religious Studies A level Edexcel Examination Board, the students study a module on medical ethics in Year 13 including:

- Issues in medical ethics with a focus on beginning and end of life debates (4) a) The status of the embryo, concepts of sanctity and value of life from religious and secular perspectives, embryo research, pre-implantation genetic diagnosis (PGD), stem cells and cord blood, fertilisation in vitro and destruction of embryos, abortion.
- Strengths and weaknesses of significant areas of disagreement and debate, assessment of relevant examples, legal changes and social attitudes, appropriateness and value of employing religious perspectives into these debates.

As part of their Religious Studies A level they also study sexual ethics in Year 12:

- The contribution of at least one world religion on issues in sexual ethics, including the teaching of sacred text(s) and understanding of the diversity of religious approaches, sexual relationships in and outside of marriage, including pre-marital sex, adultery, promiscuity, same-sex relationships, including marriage and civil partnership, contraception and childlessness, secular ethical approaches to these issues and social and cultural influences on them.
- The continuing relevance and application of religious teachings and beliefs on sexual ethics, strengths and weaknesses of changing social attitudes, the success or otherwise of contributions from ethical theory in making decisions in matters of sexual ethics.

Key Stage 5

PRE – Philosophy Religion and Ethics Course – a unit of study on Human Rights – issue related to women include equality, FGM (Female Genital Mutilation), rape as a weapon of warfare, sexual exploitation, and trafficking.

Senior Science Curriculum

Key Stage 3

Year 7

Genes and variation

Growing up– Puberty (hormones, menstrual cycle and reproductive organs and fertilisation)

How a baby develops and birth.

Key Stage 4

GCSE AQA Science in Year 10 (biology separate and combined)

The following unit of study on Reproduction and Hormones has specific links to human biology and RSE:

4.5.3.4 Hormones in human reproduction

- Students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle. During puberty reproductive hormones cause secondary sex characteristics to develop.

4.5.3.5 Contraception

- Students should be able to evaluate the different hormonal and nonhormonal methods of contraception and discuss that fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception.

4.5.3.6 The use of hormones to treat infertility (HT only)

- Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility.