



Education in Human Love
Policy for Relationship & Sex
Education

Policy reviewed by:
HEADTEACHER
GOVERNORS
SLT

REVIEWED	AGREED BY GOVERNING BODY	NEXT REVIEW
March 2020		

Signed (Chair of Governors)

Education in Human Love

Policy for Relationship & Sex Education

Draft March 2020

Contents

1. Introduction	3
2. Legal requirements.....	4
3. Roles.....	4
3.1 Parents.....	4
3.2 Governors.....	5
3.3 Headteachers	5
3.4 RSE Leader/Coordinator	5
3.5 Teachers & Other Adults	5
4. The Aim of RSE in Catholic Schools.....	6
5. The Objectives of RSE in Catholic Schools	6
6. Choosing and using resources, working with external speakers	7

Policy Statement

This draft Relationship and Sex Education policy has been developed by the Archdiocese of Southwark. The document has been developed by the Religious Education advisory team with input from the Link Headteachers group, the Local Authority Representative group, the Diocesan Trustees and the Diocesan Youth Engagement Board. Governing Bodies in Catholic schools within the Archdiocese of Southwark can use this policy for their own Relationship and Sex Education policy. All policies and guidance are reviewed on a three-yearly cycle or earlier if necessary. Consultation will take place with all stakeholders, Pupils through school council, Governors, Staff, School nurse and parents.

1. 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.¹

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’ indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Understanding the nature of relationships and developing skills in relationship 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”.²

Within the Catholic Church, marriage is believed to be the fundamental bond on which family life is based. It is a mutual commitment of total fidelity which is open to the gift of life. 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”³. 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”⁴.

¹ 1 Libreria Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19th March 2016) paragraph 280 with reference to Vatican 2, Gravissimum Educationis paragraph (28th October 1965)

² The Sacred Congregation for Catholic Education, *Educational Guidance in Human Love* (1st November 1983) paragraph 34

³ Libreria Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19th March 2016) paragraph 73

⁴ Libreria Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19th March 2016) paragraph 74

2. Legal requirements

As of September 2020, it is expected that all schools in England will meet the statutory requirements for RSE as set-out by the Department for Education (DfE)⁵. In addition, there are further statutory requirements relating to RSE pertinent to legislation covering different parts of United Kingdom. They can be summarised as follows:

- All maintained primary and secondary schools must teach the Sex Education and Health Education elements of the National Curriculum Science Order;
- All secondary schools must provide RSE as part of the basic curriculum, including as a minimum education about HIV, AIDS and STIs⁶ and the national curriculum content about human growth and reproduction (Health Education is also part of the legislation for maintained schools and academies and included in the Independent Schools Inspections framework);
- All schools must have an up to date RSE policy which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website;
- Parents right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE is preserved within the guidance. The DfE statutory guidelines permits children to opt into Sex Education from three terms before their 16th birthday.

3. Roles

3.1 PARENTS

"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 co-operates in sex education, by entering into the same spirit that animates the parents"⁷.

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. To meet this expectation school leaders and governors seek to work in partnership with them by following these principles:

- parents must be fully informed about the content and delivery of RSE on an annual basis;
- parents must be consulted whenever the school's RSE policy is reviewed/updated;

⁵ Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, paragraph 45, (2019)

⁶ Sexually transmitted infections

⁷ Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, paragraph 43, (1995)

- parents must be fully informed about their statutory right to request their child be withdrawn from Sex Education because the Archdiocese of Southwark affirms the parents' right as 'first educators';
- school leaders and governors must ensure that there are transparent processes which enable parents to exercise this fundamental right as 'first educators'.

It is expected that in the unlikely event that a parent wishes to exercise the right to withdraw their child, headteacher first discuss the request with the parents and, if appropriate, with the child, to ensure that their concerns are understood and to clarify the nature and purpose of the curriculum. It is anticipated that in most cases, the parents' request would be accepted. Schools will want to document this process to ensure a record is kept.⁸

3.2 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, the RSE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must ensure that RSE provision complies with Diocesan policy, directives, and guidance regarding RSE.

3.3 HEADTEACHERS

Responsibility for the implementation of the RSE policy is delegated to the Headteacher. It is the task of the Headteacher to integrate RSE into the school's curriculum.

3.4 RSE LEADER

An appropriately trained RSE Leader should be appointed to oversee curriculum planning, training and support for teachers. With governors and the headteacher, this person should ensure that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curricular areas. A practical suggestion for ensuring accuracy in RSE is the establishment of a cross-curricular liaison group to support the RSE Leader.

3.5 TEACHERS AND OTHER ADULTS

Relationship and Sex Education is a whole school task. 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 the 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.

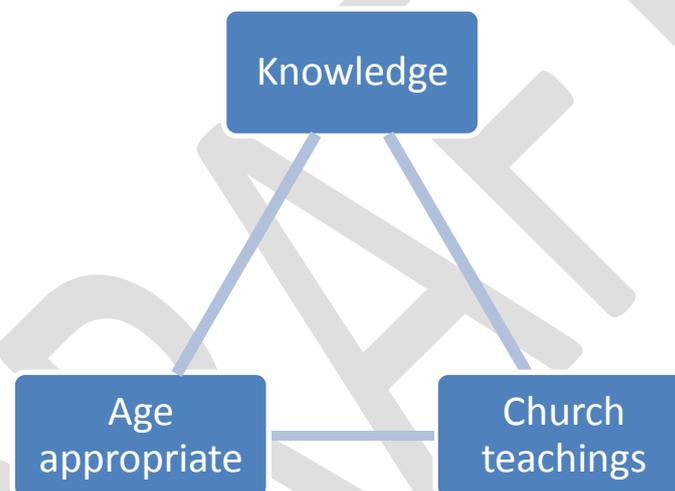
⁸ Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, paragraph 45, (2019)

4. The Aim of Relationship and Sex Education in 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”.⁹

Effective RSE in Catholic schools must be designed around three cornerstone principles, if it is to provide children and young people with a “positive and prudent sexual education”¹⁰ compatible with their physical and psychological maturity. These are:

1. pupils’ need for clear, accurate and sound knowledge;
2. the presentation of Church teachings in a forthright and clear manner, using the specific references provided by the Church;
3. that education programmes should take into account children’s developmental levels and, as with all learning, be aware of individual children’s differences.



5. 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 marriage, 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;

⁹ Libreria Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19th March 2016) paragraph 281

¹⁰ *Gravissimum Educatonis* 1

- To provide children with a clear understanding of the Catholic Church's teaching on contraception and the Catholic Church's teaching to refrain from sexual intercourse outside marriage;
- To provide children and young people, at an appropriate age, with an understanding of sexual health including how to protect themselves against unwanted pregnancies and STIs.

6. Choosing and using resources, working with external speakers

Relationships 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 Headteacher 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.

St Ursula's will use the Model Curriculum for Relationships produced by The Catholic Education Service. This will be made available on the school website from September 2020.

It is important that any external visitor to St Ursula's is clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors will be 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*.¹¹ This is available on their website www.rcaoseducation.org.uk and should be consulted before inviting external agencies or visitors into the school.

¹¹ *Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese*, Education Commission, September 2015