

## Upton Hall School FCJ

### RELATIONSHIPS AND SEX EDUCATION 2023-24

This policy sets out the School's intentions, rationale and approach to relationships and sex education at Upton Hall School. This policy has been devised in consultation with Governors and parents. This policy is rooted in our School Mission Statement.

Upton Hall School FCJ strives to provide educational experiences that will enable individuals to achieve their full potential in every aspect of their development, both in school and as active members of the wider community.

Inspired by the vision of the Foundress of the FCJ society, we aim to promote a Christian ethos that encourages students to value the pursuit of excellence, and allows them to attain personal fulfilment by making a purposeful contribution to society.

***"Thy kingdom come, Thy will be done"***

### Defining Relationships and Sex Education

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."

### Rationale

The Department for Education states that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

As a Catholic school, Upton Hall FCJ believes that high quality relationships and sex education matters 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 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.

### Aim

The aim of this policy is, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" (The Vatican II Declaration on Education) 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:

- 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.

### Inclusion and equalities

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.

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.

### The content of the programme

The content of the programme will meet all the statutory requirements listed in Appendix A and is based around the Bishops' Conference Model Curriculum for RSE. We will use the 'Ten' resources in the 'Life to the Full' programme supported by the Cinema in Education materials.

In Year 7 pupils will learn about the following topics in Relationship and Sex Education in RE, PSHE and Science.

RE: humans as created and loved by God

PSHE: physical, emotional and sexual developments during puberty; self-esteem, sexual intercourse and its role in reproduction; the menstrual cycle; different types of friendships and family structures; online lives and how to be safe, including sexting; the effect of our actions on others. The Cinema in Education, used as part of PSHE, is **Facts of Life**, 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.

Science: physical, emotional and sexual developments during puberty; a definition of FGM

Computer Science: Staying safe online, spotting strangers and the impact of cyberbullying

In Year 8 pupils will study the following topics related to relationship and sex education in RE, PSHE and computing.

RE: pupils will study the importance of reconciliation in positive relationships; the importance of respect for all and the dangers of prejudice; the Catholic belief in the dignity of each person created, chosen and loved by God; the unique nature of their God-given body, nature, gifts and talents

PSHE: pupils will learn about the concepts of gender identity, sexual identity, sexual orientation; reproductive health and fertility; sexual attraction; the value of their own body and their choices; pressure and recognise inappropriate pressure; online safety including the law on sexting; pornography; equality and

‘protected characteristics’; homophobic bullying; stereotypes; sources of help and support. The Cinema in Education, used as part of PSHE, is **The Trouble With Max** which 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.

Computing: pupils learn about their digital footprint.

In Year 9 pupils will learn about the following topics in Relationship and Sex education in RE and PSHE  
RE: humans as created and loved by God; Catholic teaching on romantic love and sexual intimacy; marriage as a sacrament; differing views on abortion

PSHE: the negative impact of casual sex and pornography; STIs and risk factors; the importance of making informed choices, especially on sexual intimacy; consent; exploitation; different types of committed relationships and the law on marriage; the features of respectful relationships; how to seek recognise an unsafe situation and seek help; fertility and contraception. The Cinema in Education sessions is **Love, Honour, Cherish** which explores peer pressure, relationships, sexting and the impact of the media. Students will know that they can choose to put a very high value on the gift of sex.

In Year 10 pupils will learn about topics in Relationship and Sex education in RE, PSHE and Science  
RE: humans as ‘made in the image of God’; the growing role of conscience in moral decision making;  
PSHE: body image and self-esteem; pregnancy including miscarriage and abortion; parenting skills and family life; harassment, coercive relationships and domestic violence; forms of abuse; Female Genital Mutilation. The Cinema in Education session is **Babies 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.

Science: STIs including HIV/AIDs

In Year 11 pupils will learn about the following topics in Relationship and Sex education in RE, PSHE and Science

RE: humans as created and loved by God; different family structures and the ways in which the Church supports families; differing views on contraception; differing views on sexual relationships; marriage and divorce; sexual orientation

PSHE: physical health, including breast checks and smear tests; effects of drugs and alcohol; contraception; fertility; healthy relationships, marriage, commitment, consent, pornography, unwanted sexual attention; STIs; how to seek impartial or medical help. The Cinema in Education session is **Truth and Lies** which uses a mixture of drama, documentary, discussion and reflection to help students understand that pornography negatively impacts the self, relationships and the wider world.

Science: infertility treatments such as IVF; contraception and relative effectiveness

In the Sixth Form PULSE programme students will study topics including:

1. Healthy and unhealthy relationships (coercive control particularly a focus from both a legal and emotional position)
2. Consent in relationships
3. Sharing of nude images, focus on pressure in unhealthy relationships and legal implications of sharing images.
4. Sexually transmitted diseases
5. Contraception

The General RE sessions will incorporate the Cinema in Educations sessions. **Common Room** is about managing the opportunities that come with increased freedom. It’s about discerning our way in the world and makes us think about the value of friendship and guidance from others. The film deals with issues concerning drugs, alcohol, relationships, work, success and failure. **Bakhita's Prayer** gives pupils information about the hidden world of human trafficking and offers a realistic look at the reasons for the continuance of slavery today. The film and follow-up sessions explore human equality and dignity, and as such it’s an inspiring portrayal of a life lived in hope and thanksgiving.

Teaching strategies will include: establishing ground rules; distancing techniques; discussion; reflection; active learning; brainstorming; film and video; group work; role play; values clarification. Pupils' learning will be assessed through pupil reflection and teacher assessment in the lesson such as quizzes or questioning.

### **Broad and 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 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.

### **SEND**

Arrangements will be made to cater for any student with special needs – academic, social, emotional or medical - so that they can access the full curriculum. Teaching methods will be adapted to meet the varying needs of pupils

### **Controversial and 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.

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.

Teachers will be supported in dealing with these issues by the Designated Safeguarding Lead, their Head of Year and the Pastoral Deputy. Staff will receive training to enable them to teach RSE effectively.

### **Relationship with other subjects**

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

Learning about RSE in PSHE classes will link to/complement learning in other areas, especially RE, Science and Computer Science.

### **Safeguarding and confidentiality**

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.

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 and safeguarding policies. Teachers will explain to pupils that they cannot offer unconditional confidentiality where they have concerns about a pupil's wellbeing.

### **The role of the 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.

### **The role of the Headmistress**

The Headmistress 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 as well as other appropriate agencies. This responsibility will be delegated to the Pastoral Deputy who will also ensure that there is appropriate staff training and will ensure that teachers have access to high quality teaching resources.

### **The role of subject leaders and heads of year**

The Head of PSHE/RSE, supported by the Heads of Year and the pastoral deputy, take responsibility for the content and quality of RSE delivered to their year group. The Head of RE and Head of Science take responsibility for the aspects of RSE or sex education delivered in their curriculums.

### **The role of teaching 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. Staff can also access appropriate training where applicable.

### **External visitors**

Our school may 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 safeguarding policies and deliver materials with respect for the Christian ethos of the school. Where appropriate, we will complete the Diocesan checklist for external visitors/speakers.

### **The role of parents**

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. 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 will be consulted before this policy is ratified by the governors and during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme by appointment.

‘Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’ (DfE). This does not include sex education delivered as part of the science curriculum. A parent who wishes to do this must write to the Headmistress who will then arrange a meeting to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept. The headmistress will explain the benefits of the RSE programme and seek to allay any concerns the parents may have. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Parents’ wishes will be respected except in exceptional circumstances. A child can request sex education in the three terms before they turn 16 and in these circumstances the school will make arrangements to provide the child with sex education.

### **Monitoring**

The curriculum is monitored by the Head of PSHE/RSE and supported by the Pastoral Deputy to ensure that it fulfils its aims. The Head of PSHE/RSE supported by the Heads of Year and the Pastoral Deputy Head 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.

### **This policy should be read in conjunction with the following policies and documents:**

- Curriculum Policy
- Safeguarding policy
- Behaviour for Learning
- Careers
- PSHE
- SEND Information Report and policy
- Assessment and Tracking
- Collective Worship and RE
- Online Safety policy



## **Appendix A – From DfE Statutory Guidance 2019**

By the end of secondary school:

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

### **Families**

Pupils should know

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

### **Respectful relationships, including friendships**

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and media**

Pupils should know

- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.



- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

### **Being safe**

Pupils should know

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

### **Intimate and sexual relationships, including sexual health**

Pupils should know

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

### **The Law**

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

- Marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)