



CHRIST THE KING CATHOLIC HIGH SCHOOL AND SIXTH FORM CENTRE

Sex and Relationship Education Policy

1. Introduction

Education for Personal Relationships for young people remains high on the agenda for both schools and the Government.

A well planned Education for Personal Relationships curriculum is essential if young people are to make responsible and informed decisions about their lives. It should not be delivered in isolation, but should be firmly rooted within the curriculum and in the ethos of the school.

Pupils need accurate information and guidance to develop the skills to enable them to understand difference and respect themselves and others.

Ofsted 2007 states:

"Effective SRE (Education for Personal Relationships) should help pupils to develop the personal skills they will need if they are to establish and maintain relationships"

Effective Education for Personal Relationships does not encourage early sexual experimentation. It should enable young people to mature, build up confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many conflicting pressures on young people.

2. Description of the school

Christ the King School is a fully comprehensive Catholic School and Sixth Form centre for pupils aged 11-18yrs. Initially opening in 1966, we have served the local community for over forty years. We currently have a community of around 1200 pupils and over a 100 staff. Our ethos is grounded in our sense of mission as a Christian school which is based on Gospel values (see Mission Statement reviewed 2009/10)

This policy also needs to be read in light of the school's mission statement and aims in addition to other policies such as child protection, pastoral structure, chaplaincy, Induction of new staff, curriculum and SMSC. These are available on request or via our website. If in any doubt, please contact the Headteacher who will be happy to assist you.

This policy makes reference to:-

- DFES 0116/2000 SRE Guidance
- The Education Act 1996
- OfSTED report on Education about Sex and Relationships April 2002, ref HMI
- Gill Perry Sefton LA various reports on sexual health, pregnancy and STI's
- Every Child Matters Outcomes Framework 2005
- OFSTED – Time for change? Personal, Social and Health Education April 2007
- Catholic Bishops' Conference of England and Wales 2004
- National Healthy Schools Programme 2005
- QCA teachers handbook 'Sex and Relationship Education, healthy lifestyles and financial capability 2005
- CRE statements 2011/12 and guidelines on SRE



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- Current Liverpool Catholic Archdiocesan guidance on SRE

3. Definitions

The Education Act 1996 gives a definition of Sex and Relationships Education (Education for Personal Relationships) as including Education about HIV and AIDS.

All maintained secondary schools are required to include Education for Personal Relationships for all registered pupils at the school, as part of the curriculum of the school. Section 403 of the Education Act 1996 requires that the LA, Governors and Head Teacher, 'shall take steps as are reasonably practicable to ensure that where Sex Education is given to any registered pupils at the school it is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life'.

DCSF guidelines defines SRE as:-

"...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Its three main elements are: attitudes and values; personal and social skills; knowledge and understanding."

3.1 Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making

3.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

3.3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health (including sexually transmitted infections), emotions and relationships
- Learning about contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy
- Learning about abortion



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From 'Sex and Relationship Education Guidance' (DCSF 0116/2000)

4. Aims of Sex and Relationships Education at Christ The King Catholic School

- 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 their 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 their own sexuality.
- To develop a sense of responsibility in choices and decisions concerning themselves 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 form an educated conscience enabling them to manage their relationships in a responsible and healthy manner making informed decisions based on the moral teaching of the Catholic Church.
- To offer every possible support for students, particularly through: teaching staff, pastoral support system, chaplaincy team, parental support and external agents.
- To keep all staff and parents informed of developments in health and sex education, in particular staff training, resources and links with outside agencies

5. Our rationale is to fulfil our teaching role as a Catholic school

"The Church is formally opposed to an often widespread form of imparting sex information disassociated from moral principles" (Familiaris Consortio 37, 1981).

In the context of high rates of sexually transmitted diseases and of teenage pregnancies government-sponsored sex education has tended to emphasise the importance of 'safe' or 'safer sex' and has encouraged the use of condoms as the best solution to unwanted pregnancy and the health risks of casual sexual liaisons. However, this approach has been both morally corrosive and practically ineffective - from 1996 to 2002 incidents of the major bacterial sexually transmitted infections more than doubled (Renewing the focus: HIV and other Sexually Transmitted Infections in the United Kingdom in 2002, Health Protection Agency). This strategy suffers from the assumption that social and moral problems can be solved in a technical way without addressing questions of behaviour. Sex education should stress the importance of the virtue of chastity, and should promote the value of virginity before marriage and of constancy within marriage. To give instruction on the biology of human reproduction without a principled moral context ignores and obscures what is most specifically human in human sexuality. (Catholic Bishops' Conference 2004)



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QCA teachers handbook 'Sex and Relationship Education, healthy lifestyles and financial capability 2005 states that:

'Effective sex and relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future. A successful programme will help young people to learn to respect themselves and others, and move confidently from childhood through adolescence and into adulthood. The most appropriate context for SRE provision is as part of a wider programme of PSHE. The school's SRE provision should also include those aspects that form part of the national curriculum programme of study for science.'

6. Organisation of the School Sex and Relationship Education Programme

Sex and Relationship Education is delivered through Religious Education, Science, the Guidance programme and Physical Education and includes a range of physical, emotional, spiritual, moral and legal aspects.

Heads of Departments in these areas have direct responsibility for planning and delivery and should always be mindful of this. It is important that the staff in each of these areas are given regular opportunities for in-service training (CPD).

However, all staff have a role in the implementation of many aspects of the policy and share responsibility for encouraging self-esteem and self-respect among students and the community as a whole, for example, through their role as a form teacher. All staff and governors must be aware of the implications of this document.

Particular consideration should be given to all new members of staff within the school, that they are acquainted with this policy (see policy on induction of new staff).

Whilst most of the provision is delivered in timetabled lessons, some of the programme is organised within the enrichment programme e.g. Yr 9 Lifestyles day. (see curriculum policy/statement).

7. Provision for Sex and Relationships education

7.1 Key Stage 3

In year 7 Science deliver a unit which covers reproductive systems, pregnancy, puberty and moral values. The RE curriculum covers personal uniqueness, importance of family life and different types of family. Relationship topics will appear in the Opening/Enquiring/Creative Minds e.g. bullying & discrimination are discussed in the "I am Unique" module in year 7. In years 8 and 9 relationship issues such as respect for others and life, bullying, shared values of trust, loyalty forgiveness etc. In year 9 students participate in a ½ year group 'lifestyles and relationships' day as part of our enrichment curriculum. This delivers units on STI's including HIV/AIDS.

7.2 Key Stage 4



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In year 11 the Science curriculum includes hormonal control of the menstrual cycle, use of hormones in contraception & fertility treatment. In years 10 and 11 the RE department plays an important role in delivering the moral and Catholic teaching on relationships, family life, marriage, contraception, HIV, AIDS and related sensitive issues.

See curriculum audit in the appendix.

7.3 The National Curriculum and Education Act 1996 requirements are:-

At Key Stage 3 pupils will be taught;

- That fertilisation in humans.... Is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- Detailed information about the reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and viruses can affect health, including HIV/AIDS

At Key Stage 4 pupils will be taught;

- The way in which hormonal controls work, including the effects of sex hormones
- Some medical uses of hormones, including those used in fertility treatment
- The defence mechanisms of the body
- How sex is determined in humans

The above elements represent the statutory minimum that schools must deliver to all young people through National Curriculum Science.

The curriculum at Christ the King delivers a balanced SRE course that is considered to be well beyond statutory minimums. Ofsted 2010 Section 48 report commended the RE curriculum and is available on line or on application to the head teacher..

Note

The SRE programme extends beyond KS4 into KS5 where students who follow the Religious Studies AS/A2 programme will study philosophy of religion and religious ethics and all other Sixth Form students follow an NOCN Religious Studies programme featuring many aspects of SRE based mainly around ethical issues. Please see Religious Studies schemes of work for further details. All of our courses lead to certification and are subject to exam and/or external verification procedures.

8. Teaching and Learning

There are many areas of sex and relationship education where there are topics of great sensitivity to both students and their teachers. In order to create an environment which allows for these activities and one in which teachers and students can feel free to discuss sensitive issues, planning needs to include structured and organised with reference to the school policy on teaching and learning.

Suggested activities and approaches would typically include:

- Clear ground rules for discussing sensitive issues
- Class discussion – whole and group and paired work



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- Quality Q & A opportunities throughout to ensure progress is made
- size and setting or ability of groups
- gender mix
- specific needs of children e.g. SEN, EAL (narrowing the gap)
- the development of collaborative skills
- the use of quality AVA and ICT
- styles of learning
- thinking skills activities
- the value of opportunities for speaking and listening
- external groups or speakers
- vetting of resource materials
- drama and role play
- reflection

Grouping may be determined by the nature of the task. It is an important aspect of Sex and Relationship Education that students recognise that some issues which affect them also affect others, including the opposite sex.

By undertaking some preliminary group building activities, a positive tone is set for group work, which creates a firm foundation for classroom management. Group work requires students to feel secure in their group: sharing some personal information within the group and setting ground rules for the work are two ways of encouraging a greater level of trust. Participation in group work encourages respect for differing opinions, enables learning from others and assists in the use and development of appropriate language that can be readily understood by all members of the group. Student participation has to take into account student perception, ability, needs and experiences and should enable all students to take an active role (differentiation, identified need, group membership/dynamic).

9. Outside speakers for students

When using visitors with teaching groups, we have a responsibility to ensure that both the content and practice accord with school 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 Heads of RE or Headteacher.. A clear brief should be given to the speaker, with a copy of the School's Mission Statement and appropriate policies, along with information about the specific group and curriculum context.

Follow up and evaluation of the input with students should be undertaken. Appropriate members of staff should be present at the talk/session to monitor the appropriateness of the content and support the visitor by ensuring management of student behaviour, and to ensure continuity in the session/programme. Any leaflets /materials to be given out or used for SRE should be seen by the Headteacher and/or Head of RE and used only with their permission.

10. Working with parents and carers

Christ the King Catholic School works in partnership with parents, recognising that parents have the primary responsibility in educating their children in matters of Sex and Relationship education.



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The school's role is to support and assist parents in carrying out this responsibility. Parents will be informed and given the opportunity to view the curriculum programme, to look at some teaching materials and to be informed of the aims and objectives of the programme.

"Education for sexual integration is an on-going process. Its aim is to nurture the virtue of chastity, that is, of moral maturity in the area of sexual desire. At a young age this is partly a matter for formal education, where parents should be partners with schools in the education of their children. However, what happens in the family home is equally, if not more, important. It is extremely difficult for parents, even when combining with schools and Christian youth groups, to help their children to develop the virtue of chastity, but it is a vitally important task. Key to this process of personal growth is the establishment of self-respect and the ability to form relationships of trust. The many children who do develop to moral maturity and self-possession owe not a little to their relationships with their parents and the example of their parents' relationship with one another." (Catholic Bishops' Conference 2004)

11. Primary Liaison

We have discussed and listened to our main Catholic feeder schools regarding learning outcomes and the use of appropriate materials. Liaison is essential to ensure that students receive continuity and effective progression. We are aware of the curriculum provision in our feeder schools with regard to SRE.

OFSTED 2007 states:

"In the case of Sexual and Relations Education (Education for Personal Relationships) young people do not just want the biological facts but want to talk about feelings and relationships"
"Key Stage 3 needs to take sufficient account of pupils' learning at Key Stage 2"

12. Equality of opportunity

Access to the curriculum is vital, students have an entitlement to quality Sex and Relationships Education. The programme takes into account the age and needs of the students at each stage. As a catholic comprehensive school serving the Southport area there is no segregation of race, faith or gender. All our students are offered the same opportunities through the curriculum provision.

13. Child withdrawal procedures

On entry to Christ The King 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. It is up to any individual who is considering such a withdrawal to reconcile their own conscience in this matter. In the first instance they are advised to discuss the situation with the Headteacher.



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14. Confidentiality

As professionals involved in education we cannot promise confidentiality. In Child Protection issues, for example, the responsibility lies with the teacher or member of staff to refer to the Child Protection Liaison Officer (Deputy Head, Mr Morrissey and school lay Chaplain Maria Parker) any circumstances that indicate that a student is being abused or is in danger of being abused, any bullying that relates to the SRE provision (in this instance) or any other behaviour or complaint that the teacher deems to be appropriate to report. At this point these appointed and trained staff will be able to offer guidance and/or contact parents/carers and agencies within the community who can offer advice and support on the basis of identified need.

Staff should refer to the school child protection/safeguarding policy for more detailed information and direction on this issue.

15. Role of Governors

The governing body in consultation with parents determines the school policy that reflects the wishes of parents and the community and protects pupils from the inappropriate teaching or materials. (SRE guidance 2000)

A member of the governing body is attached to the Religious education department and as such is in a position to scrutinise this policy on behalf of the governing body of the school.

16. Complaints procedure

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

17. Dissemination of the policy

The policy aims and objectives are available to all staff through the Staff Handbook. A full copy will be supplied to all curriculum areas and all those staff who are directly involved in the delivery of this policy have their own copy. Parents will have access to this policy via the website or on application to the head teacher. Governors will all have access to this policy.

18. Procedures for Policy Monitoring and Evaluation

Each Head of Department will also be responsible for monitoring the quality of teaching and learning of Sex and Relationship Education within their own remit (see SRE audit).

The specific person in charge of this policy is Mr Gadie (Assistant Head, Community).

This policy will be monitored and reviewed annually by the Headteacher, Assistant Headteacher (Community), Head of Religious Education and the Governing body.



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19. Training

Staff who deliver SRE are qualified teaching professionals. Supplementary in-service training will be provided for those staff who are engaged in the delivery of the programme and who are in need of continuing professional development. Members of the RE team, Science team or Guidance team will have access to training via the annual CPD audit when a needs analysis is undertaken. Other CPD will be arranged on application or as the need arises. See CPD policy.

All training will be undertaken by competent professionals e.g. Sefton LA, Archdiocesan advisors or CTK staff.

20. Development areas

After conducting a full audit of SRE using criteria drawn from the OfSTED report on Education about Sex and Relationships April 2002, there are a few areas which the school will need to review and address. This is part of the review of this policy and should be completed by July 2012. CPD/staff training issues will also be addressed prior to the relevant delivery of the highlighted need (see CPD review).

Appendix

1.1 Developments in relation to recent legislation (source CRE containing the latest CRE statements as of Feb 2012)

The governing bodies and head teachers of Voluntary Aided schools are required to conduct their schools in accordance with their Instrument of Government and the Trust Deed under which they operate. The provisions of the amendment will enable schools with a religious character to fulfil these requirements in the teaching of Personal, Social, Health and Economic (PSHE) Education, which includes Sex and Relationships Education (SRE).

The teaching of all aspects of the curriculum in Catholic schools reflects their religious ethos. In the same way, the SRE in Catholic schools will be rooted in the Catholic Church's teaching of the profound respect for the dignity of all human persons.

1.2 CESEW Chief Executive writes to the Catholic Herald: "CESEW expects all Catholic schools to continue to impart authentic Catholic teaching under the Children, Schools and Families Bill" (2 March 2010)

Oona Stannard, Chief Executive and Director of the Catholic Education Service for England and Wales, has written to Luke Coppen, the editor of the Catholic Herald:

Dear Mr Coppen

CESEW expects all Catholic schools to continue to impart authentic Catholic teaching under the Children, Schools and Families Bill



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Catholic schools uphold the teachings of the Church in all that they do. This applies, in particular, to all work about sex and relationships education. They robustly teach, for example, about the sanctity of life and do not and would not promote abortion.

We do not expect the situation to change in the light of the Children, Schools and Families Bill which, after all, enshrines principles of "equality", "the importance of both rights and responsibilities" and "acceptance of diversity"; all principles which should uphold our rights in imparting authentic Catholic teaching. We will not seek to withhold facts in SRE and, indeed, discussion on the many sensitive matters in SRE is likely, in age appropriate ways, so that young people will understand that there are different perspectives but know what the Church teaches and expects of us.

Those other professionals or volunteers who the school invites to contribute to the curriculum are expected to work within the parameters of the school's distinctive ethos and its values. Our head teachers take their responsibilities to ensure this very seriously and, in turn, require that their expectations are respected.

CESEW will be commissioning work to offer guidance to schools on implementing the statutory requirements of SRE.

Yours sincerely

Oona Stannard

Chief Executive & Director

1.3 Further to this:

Bishop Malcolm McMahon examines the Catholic approach to Sex and Relationships Education for Times Online (8 March 2010)

Bishop Malcolm McMahon OP, Chairman of the Catholic Education Service for England and Wales, has written an article about the Catholic approach to Sex and Relationships Education for Times Online. The full article is printed below.

The Catholic approach to sex and relationships

Bullying, homophobic or otherwise, is unacceptable in a Catholic school as it violates the Church's core belief in human dignity

The Children, Schools and Families Bill will get its second reading today in the House of Lords. As you may recall, the Bill's aim is to make the teaching of Personal Social and Health Education (PSHE), including Sex and Relationships education, a statutory part of the National Curriculum in all schools.



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It gives parents the right to withdraw their children from Sex and Relationships education up to the age of 15 and requires that PSHE be taught in all maintained schools in a way that "endeavours to promote equality, encourages acceptance of diversity, and emphasises the importance of both rights and responsibilities.

The firestorm whipped up in the media a couple of weeks back by the proposed amendment to the Children, Schools and Families Bill giving schools with a religious character the right to teach the new PSHE curriculum according to the school's ethos highlights a lack of real understanding of what is being taught in Catholic schools.

Concerns were expressed then that the amendment would give a licence to faith schools to teach sex education in a way that would be discriminatory and would promote homophobia.

However, teaching PSHE the Catholic way does not lead to discriminatory and intolerant behaviour, nor does it lead to a deficient knowledge of the full facts of life.

OfSTED inspections demonstrate that pupil attitudes, behaviour, relations with others, respect for other people and acceptance of the responsibilities of living in a community were excellent or very good in a much greater proportion of Catholic schools than other schools. Sixty one per cent of Catholic schools were judged excellent or very good in ensuring respect for other people compared to 43 per cent of other schools in England. Similarly, 55 per cent of Catholic schools were judged as excellent/very good in keeping pupils free from bullying, racism or harassment, compared to only 44 per cent of schools nationally. That's one of the major reasons why so many parents decide to send their children to Catholic schools in the first place.

If, as the new Government Bill proposes, pupils should be entitled to an objective and balanced sex education, then this entitlement should involve the curriculum giving the whole truth about the issues involved. What pupils are in fact entitled to, is the development of a personal maturity and an education which respects the values of their parents and family. In the heart of a family, whatever its size, children and young people learn about their responsibilities as well as their rights, they learn to develop relationships which are based on the equality of self-giving love and not solely on personal need. For this reason, the Catholic Church teaches that the beliefs and values of parents should always be the primary context in which pupils of school age receive their education about responsible sexual expression.

In Catholic teaching, the equality of all men and women is embraced because all are seen as the children of God. They are not defined by their race, ethnic identity or sexual orientation. Respect for their human diversity is drawn from their unique identity as a son or daughter of the God. Equality, the respect for diversity, and human rights and



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responsibilities are concepts which are rooted in that human dignity. This is where the true moral imperative for tolerance is found.

To suggest that teaching PSHE in a way which reflects a Catholic school's religious ethos will encourage bullying or prejudice of people on the basis of their sexual orientation on a scale greater than might be found in other maintained schools, has no basis in fact. Bullying of any kind in a Catholic school, homophobic or otherwise, is unacceptable because it is a violation of our human dignity as children of God.

Catholic schools facilitate the right to choose a Catholic education for children and young people. They are valued not only by Catholic parents but by parents of other religious faiths and none. This contributes to social cohesion where the rights of parents are respected and educational diversity is maintained and valued. In a diverse society, shared core values that promote respect for the rights and dignity of every human person are essential for social cohesion. The recent amendment to the Children, Schools and Families Bill rightly recognises the educational diversity and the valuable contribution that Catholic schools and other schools with a religious character make to social cohesion.

Now is the time for those who make intemperate attacks on schools with a religious character to be challenged about their assumptions. They lack an understanding of the role that religious faith plays in our society and show little respect for the choice of education that many parents want for their children. If our endeavour to "promote equality", "encourage acceptance of diversity", and emphasise the "importance of both rights and responsibilities", are to be anything more than just fine sentiments, then it must also seek to understand more accurately and respect more sincerely those who share a religious faith.

Bishop Malcolm McMahon OP, Chairman of CESEW



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Ref: In support of Teaching and Learning

"God is love, and he who abides in love abides in God, and God abides in him"
(1 Jn 4:16).

"We have come to believe in God's love: in these words the Christian can express the fundamental decision of his life. Being Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction." (Deus Caritas Est 2005 Par. 1)

"Amid this multiplicity of meanings of love, however, one in particular stands out: love between man and woman, where body and soul are inseparably joined and human beings glimpse an apparently irresistible promise of happiness. This would seem to be the very epitome of love; all other kinds of love immediately seem to fade in comparison." (Deus Caritas Est 2005 Par. 2)

"...eros and agape - ascending love and descending love - can never be completely separated. The more the two, in their different aspects, find a proper unity in the one reality of love, the more the true nature of love in general is realized. Anyone who wishes to give love must also receive love as a gift." (Deus Caritas Est 2005 Par. 8)

"Two aspects of eros are important. First, eros is somehow rooted in man's very nature; Adam is a seeker, who "abandons his mother and father" in order to find woman; only together do the two represent complete humanity and become "one flesh". The second aspect is equally important. From the standpoint of creation, eros directs man towards marriage, to a bond which is unique and definitive; thus, and only thus, does it fulfil its deepest purpose. Corresponding to the image of a monotheistic God is monogamous marriage. Marriage based on exclusive and definitive love becomes the icon of the relationship between God and his people and vice versa." (Deus Caritas Est 2005 Par. 11)

In short, 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. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships

2. Sefton LA Health Issues

In Sefton the teenage pregnancy are lower than the national average, however, in some wards they are double the national average. There has been an increase in conceptions in some wards in Southport. The rates of under 16 conceptions are showing a decrease but there is a small rise in under 18 conceptions. (Teenage Pregnancy Report 2003). Although schools cannot take responsibility for the conception rates, there are many factors that influence the behaviour of young people, however good quality sex and relationship education does contribute to pupil's



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ability to make responsible decisions.

According to Sefton Health related behaviour questionnaire Yr 12 2006, 68% of women and 48% of men report having a sexual relationship. 6% have more than 11 partners, 2% have had same sex sex.

In Sefton 1 in 10 'tested' young people under the age of 20 test positive for Chlamydia (public Health)

67% of young men and 84% of young women who had sex aged 13-14 reported that they wished they hadn't.

Young people as young as 17 have tested positive for HIV in SEFTON although HIV is generally not common.

(Training to staff and statistics provided by Gill Perry SEFTON LA)

3. Sex and relationships education provision audit 2012

(From OfSTED report on Education about Sex and Relationships April 2002, ref HMI)

Note: The key can be found below.

By the end of KS3 pupils should be able to:

- Manage changing relationships **7-9
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions **9
- Ask for help and support *****7-11
- Explain the relationship between their self-esteem and how they see themselves **9
- Develop skills of assertiveness in order to resist peer pressure and stereotyping **9
- See the complexity of moral, social and cultural issues and be able to form a view of their own**8
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationship** 7-13
- Be tolerant of the diversity of personal, social and sexual preference in relationships **9/10
- Develop empathy with the core values of family life in all its variety of forms **7, 9/10
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage **9
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively **9/10

and understand:

- That fertilisation in humans is the fusion of a male and a female cell *7 **8
- The physical and emotional changes that take place during adolescence *7
- About the human reproductive system, including the menstrual cycle and fertilisation *7
- How the foetus develops in the uterus *7 **10
- How the growth and reproduction of bacteria and replication of viruses can affect health *8 & 10 **9
- How the media influence understanding and attitudes towards sexual health**9
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people **9/10
- The sources of advice and support ***10
- About when and where to get help, such as at a genito-urinary medicine (GUM) clinic **9
Pastoral system/School nurse



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- The benefits of sexual behaviour within a committed relationship **9/10
- How they see themselves affects their self-confidence and behaviour **9/10
- The importance of respecting difference in relation to gender and sexuality **9/10
- How it feels to be different and be discriminated against **9, 11
- Issues such as the costs of early sexual activity (throughout related to topic)
- The unacceptability of prejudice and homophobic bullying **9
- What rights and responsibility mean in relationships ** throughout - developmental

By the end of KS4 pupils should be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice **9 *****7-11
- Manage emotions associated with changing relationships with parents and friends *7-11
- See both sides of an argument and express and justify a personal opinion **10/11
- Have the determination to stand up for their beliefs and values **9&10/11
- Make informed choices about the pattern of their lifestyle which promote wellbeing **9/10
- Have the confidence to assert themselves and challenge offending behaviour **9/10
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships **10
- The way in which hormonal control occurs, including the effects of the sex hormones *10/11
- Some medical uses of hormones including the control and promotion of fertility *10/11
- The defence mechanisms of the body *10/11
- How sex is determined in humans *7 & 10/11
- How HIV and other sexually transmitted infections affect the body *10 **9/11
- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol **11
- How the different forms of contraception work and where to get advice **9/10
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults **10
- How their own identity is influenced by both their personal values and those of their family and society **10
- How to respond appropriately within a range of social relationships *****7-11
- How to access the statutory and voluntary agencies which support relationships in crisis *****7-11
- The qualities of good parenting and its value to family life **9/10
- The benefits of marriage or a stable partnership in bringing up children **10
- The way different forms of relationship including marriage depend for their success on maturity and commitment **10
- Their developing sense of sexual identity and feel confidence and comfortable with it
- How personal, family and social values influence behaviour **10
- The arguments around moral issues such as abortion, contraception and the age of consent **10
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both **10
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others **10



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* denotes reference to the science curriculum

** denotes religious education curriculum

*** denotes the guidance programme

**** denotes the physical education curriculum

***** denotes pastoral support system – based on need/request or thematic year group assembly

4. Specific issues statements

4.1 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 students' 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.
- To enable students to comprehend and discuss the range of sexual attitudes found in society.
- To help students recognise sexuality as part of the total person and to become aware that there are many forms of expression of sexuality and friendship.
- 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 develop a critical attitude in students towards stereotypes, in the media and elsewhere, of masculinity, femininity, heterosexuality, homosexuality and bisexuality.
- To examine misinformation about homosexuality and make it clear,

for example:

- that experiencing strong feelings of attraction to members of the same sex during adolescence does not necessarily mean such a person is, or will become a homosexual, but,
- that not all students experiencing these feelings will cease to do so as they grow older.
- that homosexuality is not the same as paedophilia,
- anyone who is homosexual is not bound to promote homosexuality or try to convert young people to homosexuality.
- To facilitate discussion on the changing nature of relationships during childhood, adolescence and adulthood.
- To make students aware of the laws which apply to sexual behaviour in this country.
- To provide information about counselling and support facilities, both in the schools and in the wider community for students and parents.

4.2 Procedures for supporting any members of the school community infected or affected by HIV/AIDS

We are a Christian establishment and therefore have a responsibility to care and support any member of the school community if they are infected or affected by HIV/AIDS.

If any member of the school community wishes to discuss or disclose information relating to HIV/AIDS they should feel confident that the Headteacher, nominated safeguarding personnel (Deputy Headteacher and lay chaplain) will make themselves available to discuss any issues and



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provide ongoing assistance and care with regard to helping those in need gain access to the most appropriate and suitable external agencies. The well-being of all pupils, and by extension their families, is of paramount importance to the school community.