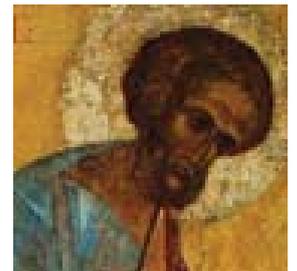


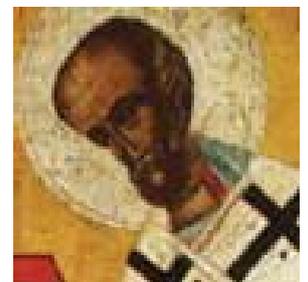
*Called to be*  
**A People of Hope**



**Guidance for Teaching  
Relationships and Sex Education in  
Schools**



*“I have come that you may have life and have it to the  
full”* Jn: 10:10



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<sup>1</sup> Please note throughout this document we refer to Relationship and Sex education as the order suggests a view of human life. We form relationships before we commit ourselves in love to another.

## 1. INTRODUCTION

The aim of this guidance is to support the teaching of Relationship and Sex Education (RSE) by presenting a rational and approach which is both authentically catholic and in accordance with educational principals.

*“As the image of God we are created for love”<sup>2</sup>*



The work of Catholic Schools, in this area, will be informed by: reflection on the Scriptures, the words and actions of Christ and the teaching of the Church. There are three important concepts which underpin any thinking on this subject:

- The dignity and worth of each person made in the image of God. *“Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary.”<sup>3</sup>*
- We are called to love and be loved **“God is love and whoever lives in love lives in God”<sup>4</sup>**
- We are called to form relationships to live in community *“wherever two or more of you are gathered in my name there I am”<sup>5</sup>*

Pupils in our schools come from many different backgrounds. The children have different life experiences, different maturation rates and different levels of sexual awareness. The pressures and influences on them, from society and the media, often subliminal, cannot be underestimated. The school must be ready to accompany them on their journey to adulthood, modelling for them and enabling them to become capable of whole and wholesome relationships, and discerning their calling. Above all the school needs to help them understand that they are loved by God and capable of loving.

Our response to Government initiatives on Relationships and Sex Education (R.S.E.) must be guided by our vision of what it means to be human and our claims to educate the whole person and the need to address issues raised by the actual experience of pupils today.

*‘..children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should be given a positive and prudent education in matters relating to sex’<sup>6</sup>*

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<sup>2</sup> “The Truth and meaning of Human Sexuality” The pontifical Council for the Family par 8

<sup>3</sup> From the inaugural address of Pope Benedict XVI

<sup>4</sup> 1John 4:16

<sup>5</sup> Mt 18:20

<sup>6</sup> Declaration on Christian Education par 1 Ed Abbott 1966

## **2. Defining Relationship and Sex Education**

The DfE guidance defines R.S.E. 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”*<sup>7</sup>

The DfE document identifies three main elements: attitudes and values, personal and social skills, and knowledge and understanding. This guidance recognises the need for Relationship and Sex Education to contribute to the spiritual and moral development of pupils. In Catholic Schools teaching about relationships is not however simply a response to a government initiative; we do not teach this because it is a legal requirement. We teach about relationships because relationships are the core of who we are and how we respond to God’s love.

## **3. A Rationale for Relationship and Sex Education**

### ***Our Christian understanding of what it means to be human***

We are involved in Relationship and Sex Education precisely because of our Christian beliefs about God and about the human person: The interior life of God is a community of persons. We are made in God’s image and therefore destined to live in relationships with others, to form community; called to love and be loved. There is often a mistaken belief about Christianity, a belief that somehow we are opposed to the body and that sex and sexual expression is therefore wrong. Nothing could be further from the truth. Pope Benedict wrote:

***“Human beings are made up of body and soul. We are truly ourselves when body and soul are intimately united”***<sup>8</sup>

In Jesus God became man and dwelt amongst us. He became human body and soul and there is no greater value that can be given to us.

We are called to love because God first loved us. For most people that love finds expression in the self-giving of body and spirit.

***“Sexuality is a fundamental component of personality, one of its modes of being, of communicating with others, of feeling, of expressing and of living human love.”***<sup>9</sup>

In the society we live in however, there is often a distorted view of human sexuality. It is often relegated to merely a human appetite; sex is separated from relationships, reduced to its lowest form. The dignity of the human person, the value of life, the need to form community these tenets of Christianity are often lost in a culture which places a high value on individuality. Gods love is the model for our human love and this requires right and loving relationships. In developing our Relationship and Sex Education therefore the following approach is suggested:

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<sup>7</sup> Sex and Relationship Guidance DfEE 0116/2000

<sup>8</sup> Deus Caritas Est Benedict XVI par5

<sup>9</sup> Congregation for Catholic Education, Education guidance in human Love, 1983 par 4

- **Parents are the first teachers of their children.** Any programme of Relationship and Sex Education should be discussed with parents and involve parents
- **It should be a developmental programme.** Appropriate to the age and development of young people, helping them to: grow in understanding, reflect critically on information given to them and enable them to make right judgements within the circumstances of their lives
- **It should be a whole person approach.** Not simply based on biological facts but grounded in our views on the whole person, placed in the context of our beliefs.
- **It should be a whole school approach.** Attitudes are formed and values truly appreciated by the total experience of life in school, through both the formal and the 'hidden' curriculum. These attitudes and values develop as a result of relationships between pupils and staff. Consequently, while a senior member of staff should be responsible for the development and co-ordination of the necessary programmes, it should also be seen as a responsibility shared by the whole staff, with the whole range of the curriculum contributing to the formation of right attitudes in our children and young people.

**Please Note:**

**Throughout this programme we write from the perspective of the Catholic Community. As a community we believe that the values we share are important and of universal value. However, we should not expect everyone to share our beliefs. Most of what is covered here is not faith dependent, where it is it is important to acknowledge that others have differing views and help pupils develop skills to evaluate others opinions and become confident in articulating and forming their own values.**

#### **4. Roles and Responsibilities**

##### **Parents:**

Parents are the first and best educators of their children and the school needs to support parents in this role and work in partnership with them. There should be meetings with parents informing them about the programme to be followed and the resources which will be used. Parents should be able to examine the programme their children are following. Parents should be encouraged to talk to their children about lessons undertaken at school and to listen to their questions and thoughts.

They must be consulted before any policy document and programme are ratified by the governors. They have the right to withdraw their children from Relationship and Sex Education, except for those elements which are required by the National Curriculum science orders. Should they wish to do so they must notify the school.

##### **Governors:**

Governors have the responsibility for ensuring there is a Relationship and Sex Education policy, drawn up in consultation with parents and teachers, which is in keeping with Catholic teaching. If necessary they need to provide guidelines for the teaching of sensitive issues. They must ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors must provide sufficient training and resources to see that the topic can be taught correctly, creatively and sensitively. They must ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life e.g. careers, school nurse. **Since all curriculum areas will impact at least indirectly on this area it is important governors provide training and inset for all staff to help them understand the Church's teaching in this area.**

##### **Teachers:**

All adult members of the school community are role models and educators in this dimension of pupils' education. The teacher's role in particular is to; value and affirm all pupils, actively promote open and wholesome relationships, develop gospel values and effective pastoral systems; and provide positive and accurate learning about relationships and sex. For teachers not directly involved in the overt teaching of Relationship and Sex Education there will be opportunities for learning, occurring in all areas of the curriculum which will indirectly refer to this area and **all teachers therefore need to be aware of the schools policy and curriculum for Relationship and Sex Education.**

Teachers should advise governors on the content and the organisation of Relationship and Sex Education. They should help develop suitable procedures for dealing with requests from parents to withdraw their children from sex education lessons; contribute to reviewing existing provision and use their professional skills in developing the curriculum.

They should teach Relationship and Sex Education curriculum as detailed in the school agrees schemes of work and make sure their own understanding of the teaching of the church is clearly developed. Teachers need to participate in monitoring and evaluating Relationship and Sex Education.

## **Pupils**

All pupils have the right to be respected as a unique and unrepeatable human beings created in the image of God. They have the right to; receive accurate information, appropriate to their age and ability, be able to develop spiritually and morally, have an informed conscience and be able to make informed choices. It is hoped that all pupils will be willing to listen to the teachings of the Church and become aware of the variety of other views regarding moral issues related to relationships and sex. Pupils need to be helped to develop: a positive attitude and sense of responsibility regarding their own and others' sexuality, have a sense of self-esteem that enables them to enjoy relationships based on mutual respect, dignity and responsibility.

## **5. Safeguarding**

Teachers have a responsibility to ensure the safety and welfare of their pupils.

They are in a particular position of trust. Sexual relationships involving children under 16 are a criminal offence. Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. There may be rare occasions when a teacher is directly approached by a child (under 16) who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults. If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. All staff should be alert to signs of abuse and know to whom they should report their concerns or suspicions;

All schools and colleges should have Safeguarding policies, which should include procedures to be followed if Safeguarding issues arise and all schools and colleges should have a senior member of staff with designated responsibility for child protection, who should receive appropriate regular training. *(At present those teachers with designated responsibility for safeguarding must have completed the advanced course in safeguarding training and must complete a refresher course every two years)* Pupils should be clear from the outset that staff cannot always guarantee confidentiality.

**It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.**

## **Overall Aims of Relationship and Sex Education in schools**

- To engender growth in self-respect and self-worth, recognizing that each of us is created in the image of God to give and receive love.
- To explore the meaning and value of relationships and the diversity of expression.
- To enable pupils to understand that love is the basis of meaningful relationships.
- To enable pupils to have an understanding of themselves, their own bodies, their emotional development as they grow, mature and change.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To provide an understanding of the Church's teaching on the sacraments and how this underpins its view of relationships.
- To have an understanding of and to give consideration to the beliefs, values, culture and circumstances of others and how that impacts on family life.
- To explain the process of human procreation and sexuality.
- To enable pupils to recognize the importance of the choices they make and that they are responsible for the decisions they take.
- To understand the Church's teaching on issues concerning human sexuality.
- To help pupils recognize and resist peer, social and media pressures in relation to self-image and sexuality.

## **Summary of overall outcomes for primary Relationship and Sex Education**

### **KEY STAGE 1**

By the end of key stage one pupils should be able to:

- recognise and understand the importance of valuing themselves and others and that they are a child of God
- recognise and appreciate the term family and the differing formats it can take
- recognise their membership in a family and the roles of individuals in the differing structure of families
- understand human growth and development and know themselves as male and female
- be able to name the main external parts of the body
- recognise and understand the term relationship and the range of relationships i.e. friends, family, husband /wife brother/sister
- recognise and understand the positive characteristics of a positive relationship i.e. sharing, working together, trust
- know about rituals that mark life and death, birth, marriage, death
- recognise that life is a gift from God and is precious
- recognise and begin to understand the range of emotions and how to deal with them in appositive effective manner
- recognise and understand how to keep oneself safe
- recognise the need for personal health and safety and personal hygiene
- recognise and understand the dangers associated with use of the internet and other technology.

## **KEY STAGE 2**

By the end of key stage two pupils should be able to:

- value themselves as a child of God, and their body as God's gift to them
- identify and explain how they grow and change throughout life
- understand and explain what is meant by the term relationship and the differing kinds of relationships i.e. within families, with friends and communities
- develop an appreciation and understanding of what is involved in bringing up children and what responsibilities parents have
- explain the rituals celebrated in Church, marking birth, marriage and death
- be able to identify and explain their changing emotions and the need to respect other peoples' emotions and feelings
- begin to know and understand about the changes that come about through puberty
- know and understand their own bodies and the need for personal hygiene
- explain the names for the main parts of the body
- know the basic biology of human reproduction
- appreciate and explain that life is precious and a gift from God
- understand and explain the importance for forgiveness in relationships
- understand the responsibility they have for the choices and decisions they make.

## Key stage one detailed outcomes for Relationship, Sex and Moral Education

STRAND	LEARNING OUTCOME	VALUE LINKS
<p><b>Learning about themselves and how to relate to others.</b></p> <p>(This links to our belief as Catholics that we are all created in the image and likeness of God, loved by God and worthy of respect) In RE in the topic of Revelation we consider this and in particular praising and thanking God through Psalms and prayers</p>	<ul style="list-style-type: none"> <li>• Recognise what makes them special and unique?</li> <li>• Recognise the importance of valuing themselves and others.</li>   <li>• Recognise similarities and differences between themselves and <b>others</b>. (You would want to ensure a diversity of imagery here).</li> <li>• Recognise and understand that life is a gift from God and is precious.</li> <li>• Recognise that we are born in the image of God and that God loves us for who we are.</li> <li>• Recognise and understand the meaning of 'family' the differing roles and what it means to be a part of:               <ul style="list-style-type: none"> <li>➤ God's family</li> <li>➤ School family</li> <li>➤ Home family</li> <li>➤ Friends family</li> </ul> </li> <li>• Understand the term relationships, the different types of relationships and recognise what factors contribute to having a positive relationship with:               <ul style="list-style-type: none"> <li>➤ God,</li> <li>➤ family</li> <li>➤ friends</li> </ul> </li> <li>• Recognise the difficulties encountered in relationships.</li> </ul>	<p><b>Creativity:</b> Why am I unique and precious? How am I made in the image of God?</p> <p><b>Thanks:</b> What should I be thankful for about myself? How and why do I celebrate who I am</p> <p>How is life a gift? Who loves me?</p> <p><b>Humility:</b> What do I like about myself? How do I recognise my gifts?</p> <p><b>Service</b> How can I use these to serve others? How do I feel when others are good at things?</p> <p><b>Compassion</b> How do I become a friend with those who are different to me? How do I show love to others? Who do I love?</p> <p><b>Friendship</b> What is a friend? How do I show friendship? Why do I need friends? Why do I need a family? How do I make friends? When do friends fall out?</p> <p><b>Reverence and respect</b> How do I show reverence and respect to God, my family my friends, myself. What do I do when I disagree with my family and friends?</p>

	<ul style="list-style-type: none"> <li>•Recognise what being loyal and trustworthy means.</li> <li>•Understand and use appropriate language to express their feelings.</li> </ul>	<p><b>Trust</b> Who can I trust? Am I someone who can be trusted? What happens when trust is broken? Why is it important to be loyal?</p>
<b>Developing ideas about rights and responsibilities.</b>	<ul style="list-style-type: none"> <li>•Recognise the need to think through their actions before they act.</li> <li>•Understand the importance of taking responsibility for their actions and the decisions they make.</li> <li>•Recognise the impact and consequences of their actions on themselves and others.</li> <li>•Know the teachings of Jesus and recognise the need to use these as the basis for their actions.</li> <li>•Be able to select appropriately from a range of choices and justify their choices.</li> <li>•Recognise and understand their right to say no to anything they feel uncomfortable about doing or being asked to do and the need to inform someone.</li> <li>•Recognise and understand the right for everyone to feel safe and happy in their environment.</li> <li>•Recognise and understand their role and responsibility to ensure all are happy and safe and the need to act if they are in doubt</li> <li>•Recognise the need to be careful when using the internet or mobile phones for texting.</li> </ul>	<p><b>Wisdom</b> What will happen if I do this or that?</p> <p><b>Responsibility</b> Am I prepared to take responsibility for the decision I make and the consequences? Will I hurt myself or others if I make the decision to do this?</p> <p>Is what I do what how Jesus would have acted? In particular you might want to link this to Jesus' teaching on forgiveness and how he cared for those others rejected.</p> <p>What choices do I have and why have I chosen this action?</p> <p><b>Courage</b> Do I have the courage to say no because I can?</p> <p>Do I have the courage to stand up for other people?</p>
<b>Knowing about physical and emotional development.</b>	<ul style="list-style-type: none"> <li>•To understand human growth and know themselves as male and female.</li> <li>•Be able to name the main</li> </ul>	<p><b>Respect</b> Am I proud of who I am? Do I respect who others are?</p>

	<p>external parts of the body.</p> <ul style="list-style-type: none"> <li>•To know about the rituals that mark birth, marriage and death. This would link especially to Baptism</li> <li>•Recognise and be able to describe their emotions and the causes.</li> <li>•Recognise and describe how their feelings have changed as they have grown up.</li> <li>•To know the difference between good and bad touching and how to keep themselves safe. ( As this is issued in 2017 the NSPCC have some material available to support this including the video 'PANTS'. Pupils should also be aware of what to do and who they can talk to if they are worried or feel they need help.)</li> <li>•To have an awareness of personal hygiene and personal health and safety.</li> <li>•In accordance with their age and ability understand how germs and disease spreads and their responsibility in helping prevent this. (For example by washing our hands or cleaning our teeth.)</li> </ul>	<p><b>Empathy</b> Do I understand my feelings and those of others?</p>
<p><b>Knowing about Spiritual development.</b></p> <p>(There is a link here with our belief in Trinity and the fact that we are called into relationships and community. – ‘wherever two or more of you are gathered in my name there I am’ )</p>	<ul style="list-style-type: none"> <li>•Understand that all life comes from God.</li> <li>•Understand that we are part of God’s plan</li> <li>•Recognise the qualities and characteristics of the Holy Family and how they are a role model for Catholic families.</li> <li>•Understand that we are called into community with others and the different types of communities we belong to.</li> <li>•Learn how to use prayer and reflection as a tool to help support appropriate choices. Recognise and understand that Jesus taught us how to love God above all and how to love our neighbours as well as ourselves</li> </ul>	<p><b>Creativity</b> Who made me?</p> <p><b>Reverence</b> Would it help if I went to a quiet place to pray or reflect before I make a choice?</p>

## Lower key stage two detailed outcomes for Relationship, Sex and Moral Education

STRAND	LEARNING OUTCOME	VALUES LINKS
<p><b>Learning about themselves and how to relate to others</b></p>	<ul style="list-style-type: none"> <li>• Understand that their bodies need and deserve respect.</li> <li>• Describe and identify how we show we are unique and what it means to be an individual.</li> <li>• Be able to describe the positive qualities about themselves and others.</li>   <li>• Describe the differing roles and responsibilities of people within a certain family group i.e. school, home, parish, etc.</li> <li>• Describe why it is important to belong to a group i.e. class, school, club</li> <li>• Begin to understand the meaning of values such as tolerance, compassion justice, humility, truth, forgiveness, endurance, wisdom, service, reverence and describe times when we can show these.</li> <li>• Show an understanding of the need to respect the opinions of others.</li> <li>• Describe and begin to show an understanding what it means to be selfish and angry within a relationship.</li> <li>• Describe the qualities of other people they have a relationship with.</li> <li>• Describe and understand how to maintain long term relationships.</li> <li>• Recognise and understand the need to communicate emotions and feelings to others.</li>   <li>• Recognise and understand</li> </ul>	<p><b>Respect</b> Do I respect who I am? How do I put myself before others? Do I respect others for who they are?</p> <p><b>Creativity</b> What good qualities do I have? What good qualities do I see in others?</p> <p><b>Responsible</b> Do I understand what taking responsibility is? How do I show I am responsible?</p> <p><b>Peace</b> Can I contribute peacefully to a community?</p> <p><b>Respect?</b> Do I always believe I am right? Can I accept other peoples' views? Do I always want my own way or do I respect the need to respect other people's needs?</p> <p><b>Friendship?</b> How do I maintain friendship in a relationship?</p> <p><b>Compassion?</b> How can I become a good listener?</p> <p><b>Forgiveness</b></p>

	<p>the need to forgive in a relationship.</p> <ul style="list-style-type: none"> <li>• Describe how the following show us trust: <ul style="list-style-type: none"> <li>➢ God</li> <li>➢ Friends</li> <li>➢ Family</li> <li>➢ Us to all the above</li> </ul> </li> <li>• Recognise and begin to understand that there are different kinds of love i.e. husband/ wife, parent/ child, brother/sister, male friend with male friend and vice versa, girl/boy (not in terms of boyfriend/girlfriend)</li> </ul>	<p>Why do I need to say sorry sometimes? Do I change my actions when I say sorry?</p> <p><b>Trust</b> Who do I trust? Do I always trust someone? What should I do if the trust is broken?</p> <p><b>Compassion?</b> Do I know how to show love to different people and how that love is shown in different ways</p> <p><b>Truth</b> How do I know who to believe?</p>
<p><b>Developing ideas about rights and responsibilities.</b></p>	<ul style="list-style-type: none"> <li>• Understand and begin to identify the consequences to themselves and others of their actions.</li> <li>• Understand and begin to identify their rights and responsibility when making certain decisions.</li> <li>• Identify the values that Jesus taught us to use when making difficult decisions.</li> <li>• Show an ability to select from an increasing range of choices and explain the choice made with some reference to the teachings of Jesus.</li> <li>• Be able to identify situations in a relationship in which they may feel uncomfortable and have the right to say no.( You may want to stress again who you might turn to in a situation that worries you or where you feel you need help).</li> <li>• Recognise signs when someone else may need help in being able to exercise their right to say no.</li> </ul>	<p><b>Truth</b> Do I always respond positively to the truth? Is truth different for other people?</p> <p><b>Wisdom</b> What steps can I take to help me make wise decisions? Which decisions need the most wisdom?</p> <p><b>Courage</b> Do I have the courage to say no when I am not comfortable or happy? Do I have the courage to tell someone if I think I or someone else is in danger or at risk?</p>

<p><b>Knowing about physical and emotional development.</b></p>	<ul style="list-style-type: none"> <li>• Describe how they have changed physically as a result of growth and development.</li> <li>• Use appropriate language to describe their emotions and begin to understand the reasons that cause those emotions.</li> <li>• Recognise and describe the meaning of a life cycle and the need for reproductions.</li> </ul>	<p><b>Respect</b> Can I use appropriate language which shows respect for myself and others?</p>
<p><b>Knowing about spiritual development.</b></p>	<ul style="list-style-type: none"> <li>• Understand that all life comes from God and begin to make links with scripture</li> <li>• Understand and identify from scripture how Jesus taught us to love God and our neighbour.</li> <li>• Understand using Scripture How Jesus showed us the Christian values we need to use in caring for the sick and lonely</li> <li>• Understand how and when the use of prayer can support us in making choices.</li> </ul>	<p><b>Creativity</b> Do I believe I am born in the image of God if so why or why not?</p> <p><b>Justice</b> Who is my neighbour? Is everyone treated fairly? Do I treat people fairly?</p> <p><b>Compassion?</b> Do I know the values Jesus would wish me to have? Do I act with compassion when someone is in need?</p>

Upper Key stage two detailed outcomes for  
Relationship, Sex and Moral Education

STRAND	LEARNING OUTCOME	VALUES LINK
<p><b>Learning about themselves and how to relate to others.</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain how everyone grows and develops at a different rate.</li>   <li>• Show an understanding of how they can have the love of God in their lives and explain how this can affect their attitude towards others and the types of relationships they may enter into i.e. the priesthood.</li> <li>• Identify people they can trust and explain why they feel able to trust them.</li> <li>• Explain how they can show others that they are trustworthy.</li>   <li>• Explain their values and codes of behaviour and where they come from</li> <li>• Understand and explain how people have different values and codes of behaviour. (At this stage you would want to help pupils appreciate that although we try to value diversity and respect others there are certain cultural practices which are against universal rights. For example honour killings.)</li> <li>• <i>(If felt to be appropriate you may need to include here the topic of female genital mutilation (FGM), that this is a crime in the UK and how to get support if they are worried for themselves or others )</i></li>   <li>• Identify how their peers, friends and the media can have a positive or negative</li> </ul>	<p><b>Thanks</b> How do we celebrate change? How do we celebrate who we are? How do we celebrate milestones in our lives?</p> <p><b>Creativity</b> How can I be a complete Human being? What am I here for?</p> <p><b>Trust</b> Who can I trust? Why can I trust them? What if they break my trust? Am I trustworthy how do I show that I am?</p> <p><b>Overall</b> What values are important to me? What values are important to other people and cultures? Why? Why do people behaviour differently?</p> <p><b>Courage</b> Can I stand up for what is right? Can I be myself?</p> <p><b>Justice</b> What is right? Where does our understanding of justice come from?</p>

	<p>influence on them.</p> <ul style="list-style-type: none"> <li>• Identify and explain how they are able to exercise their right and responsibility to be able to stand by their own values and codes of behaviour.</li> <li>• Understand and explain the responsibilities parents have and what is involved in bringing up children.</li> <li>• Identify and explain self-image and the importance of having a positive one. (Consider the role Media plays in affecting our self-image )</li> <li>• Understand that respect for others is rooted in respect for themselves.</li> </ul>	<p><b>Compassion</b> What is it I love about myself? Why should I love myself?</p> <p><b>Respect</b> Do I show that I respect myself? How can I maintain my self-respect?</p>
<b>Developing ideas about rights and responsibilities.</b>	<ul style="list-style-type: none"> <li>• Identify and explain how they can exercise their rights in relationships.</li> <li>• Identify and explain the responsibilities they take in differing forms of relationships</li> <li>• Understand how to take responsibility for their own faith, opinions, values, health and safety and welfare.</li> <li>• Identify the range of rules needed in differing situations and explain why they need to exist.</li> <li>• Identify and explain the positive and negative use and impact of technology on relationships and the responsibility they have when using them. You should make sure you are considering issues around cyber bullying and internet safety</li> </ul>	<p><b>Courage</b> Why do I need to stand up for myself? How can I do this? (Link to confirmation and gifts of Holy Spirit)</p> <p><b>Service</b> Does serving others mean that I cannot assert myself or be myself?</p> <p><b>Respect</b> For myself and others. 'Whatever we do to the least of my brethren you do to me'</p>
<b>Knowing about physical and emotional development.</b>	<ul style="list-style-type: none"> <li>• Identify and explain the process of reproduction in plants and animals.</li> <li>• In consultation and agreement with parents understand and identify the changes that occur</li> </ul>	<p><b>Creativity</b> Who made me?</p>

	<p>to the body as a result of puberty.</p> <ul style="list-style-type: none"> <li>• In consultation and in agreement with parents understand and explain human development and reproduction of human life.</li> <li>• Understand and identify how life is a gift and is precious.</li> </ul> <ul style="list-style-type: none"> <li>• Identify and explain simple safety procedures for looking after their bodies and personal hygiene.</li> </ul>	<p><b>Creativity?</b>  How is life a gift?  Why am I precious?  Why are others precious?</p>
<p><b>Knowing about spiritual development.</b></p>	<ul style="list-style-type: none"> <li>• Understand and be able to explain how having a faith and following in the footsteps of Christ is considered to be the path to happiness.</li> <li>• Identify and explain how they can recognise the active presence of God in their lives.</li> <li>• Understand that God's people gather as a community in worship and prayer as a means to provide support, comfort and encouragement to each other</li> <li>• Understand the need for forgiveness when people in a relationship have been selfish, hurtful distrustful etc.</li> <li>• Be aware of Catholic Social Teaching and how this should help shape our responses. (at a level appropriate to their age and ability)</li> </ul>	<p><b>Hope</b>  Where do I see hope in the world?  What do others hope for?  How can I give hope to others?</p> <p><b>Endurance</b>  What things are worth working for – even if I do not see immediate results?</p> <p><b>Service</b>  How can I use my gifts to serve others?</p> <p><b>Reverence</b>  Would spending time in quietness and reflection help me when I have important decisions to make?</p> <p><b>Forgiveness</b>  Why do I need to forgive?  How do I know when I should forgive?  When do I say sorry?  How do I say sorry?  How do I know if I am forgiven?</p>

## **Summary of overall outcomes for Education in Relationship and Sex Education in Secondary Schools**

- To address the needs and concerns of students in the area of sexuality so that they may grow spiritually and morally and recognise that they are loved by God
- To facilitate in the students the development of self-love and self-worth as creatures made in the image and likeness of God.
- To develop an understanding of the emotional, moral, spiritual, social and personal aspects of human sexuality
- To enable students to consider critically the values of the modern world with regard to human sexuality
- To impart full knowledge and understanding of the details of puberty and human procreation in their physical as well as emotional, spiritual and moral aspects: to be aware of their attitudes and values and have a sense of responsibility for themselves and others.
- To consider issues associated with sexuality such as contraception and abortion; to enable students to understand the church teaching in this area and to be able to articulate and critically evaluate their own views in the light of such teaching.
- To give knowledge of all sexually transmitted diseases including HIV/AIDS.
- To enable students to discern and make choices in the light of the teaching of the Church.
- To enable students to understand marriage as a sign of God's covenant relationship with us
- To bring about a deeper appreciation of the importance and values of the family life, whilst appreciating the varied forms the family can take in the modern world.
- To be aware of the joys, problems, and difficulties in marriage, such as, adultery and divorce
- To know about homosexuality, and the teaching of the Church and the law of the land.

## Key stage three detailed outcomes for Relationship, Sex and Moral Education

<b>STRAND</b>	<b>LEARNING OUTCOME</b>	<b>VALUES LINK</b>
<p><b>Learning about themselves and how to relate to others.</b></p>	<ul style="list-style-type: none"> <li>➤ Be able to understand and reflect on the features of healthy relationships and to discuss what skills are needed to make them successful and how they may change over time.</li> <li>➤ Recognise and discuss what is considered to be appropriate and inappropriate behaviour in a relationship.</li> <li>➤ Understand there are different ways of loving and expressing love and reflect on the difference between love and lust.</li> <li>➤ Explore the media portrayal of relationships and marriage and how they may be influenced by such portrayals.</li> <li>➤ Appreciate there are reasons for delaying sexual activity and understand the value of celibacy.</li> <li>➤ Know and understand differing roles and relationships within the family and how families themselves may differ.</li> <li>➤ Explain with reference to religious beliefs their own and others answers to questions about the purpose of sexuality and its expression.</li> <li>➤ Identify different types and forms of separation and understand that separation and loss from those we love is often a natural and necessary part of life.</li> </ul>	<p><b>Thanks</b> celebrating friendships</p> <p><b>Courage</b> To take the right action</p> <p><b>Right Judgement</b> To discern what is right</p> <p><b>Equality and Inclusiveness</b> To appreciate and value different ways of living and loving</p> <p><b>Truth</b> To see beyond what society believes is correct to the truth of the situation and appreciate that belief impacts on behaviour For Christians there are absolutes</p> <p><b>Compassion</b> For failure in ourselves and others For those who suffer</p> <p><b>Respect</b> For ourselves and others</p>
<p><b>Developing ideas about rights and responsibilities.</b></p>	<ul style="list-style-type: none"> <li>➤ Examine the importance of friendships and relationships in terms of promises and agreements.</li> </ul>	<p><b>Courage</b> To take the right action.</p>

	<ul style="list-style-type: none"> <li>➤ Examine the characteristics, nature and intent of disposable and permanent lifestyles and behaviour, and use Christian values to critically evaluate these attitudes.</li> <li>➤ Gain an understanding of the kinds of conflict within individuals and between groups so that the value of reconciliation can be appreciated.</li> <li>➤ Explore the issues around gender discrimination and prejudice. Consider the importance of resisting stereotypes and of forming your own identity.</li> <li>➤ Understand that certain choices can entail undesirable outcomes, such as sexually transmitted infections (Stis, Hiv).</li> <li>➤ Examine the issue of sexual-abuse and be aware of rights and responsibilities under the Equality Act.</li> <li>➤ Consider those actions which are considered by some communities to be acceptable cultural practice but are illegal in the UK. The topic of female genital mutilation (FGM) would be part of this. It should be clear this is not acceptable and pupils who feel worried about themselves or others should be made aware of how to seek help.</li> <li>➤ Internet safety. This strand runs throughout the programme but it is important the issues are relooked at on a regular basis.</li> </ul>	<p><b>Inclusiveness and Equality</b> To learn to see through prejudice and discrimination and appreciate difference.</p> <p><b>Reconciliation and Forgiveness</b> To understand conflict in yourself and others and appreciate the role of forgiveness.</p> <p><b>Right Judgement</b> Being able to discern the correct course of action and the need for an informed conscience.</p>
<p><b>Knowing about physical and emotional development.</b></p>	<ul style="list-style-type: none"> <li>➤ Examine the physical, emotional and social changes associated with puberty and adolescence.</li> <li>➤ Develop a respect for their own bodies and those of others.</li> <li>➤ Reflect on the purpose of sexual activity and consider what makes sexual relationships special.</li> </ul>	<p><b>Awe and Wonder</b> At their own creation and that of others.</p> <p><b>Truth</b> Exploring the right thing to do Exploring the truth about current issues in society.</p>

	<ul style="list-style-type: none"> <li>➤ Have a clear understanding of how life begins and the development of life from conception to birth and consider what lifestyle factors may affect the health of the foetus.</li> <li>➤ Understand the view the Catholic Church holds on differing methods of contraception and show how these beliefs are influenced by the Church's understanding of revelation. Consider the issue of fertility and what factors may affect this.</li> <li>➤ Identify others different views on the purpose of sexual relationships and contraceptives and understand why they hold these views.</li> <li>➤ Consider health and other related issues around sexually transmitted diseases and HIV/AIDS.</li> </ul>	<p><b>Inclusiveness/Equality</b> Appreciating the value of others</p> <p><b>Respect</b> For themselves and others</p>
<p><b>Knowing about spiritual development.</b></p>	<ul style="list-style-type: none"> <li>➤ Reflect on the image of themselves and others so that they can learn to respect others as created in the image and likeness of God.</li> <li>➤ Understand how the teaching and example of Jesus influences the way we treat others and how we form relationships.</li> <li>➤ Be able to understand the Church's teaching on marriage, the nature of vocation and why in the eyes of the church sexual relationships are to be exclusive, committed and faithful.</li> <li>➤ Understand that love, anxiety, suffering and loss are often inseparable and appreciate that for believers God accompanies them in times of joy and sorrow.</li> <li>➤ Understand the context of the family as a community where members can grow in faith, hope</li> </ul>	<p><b>Wonder</b> At the nature of ourselves as created in the image of God</p> <p><b>Service</b> Through vocation to the married or single life</p> <p><b>Friendship/Love</b> With God, with each other</p> <p><b>Compassion</b> For the suffering of others</p>

	<p>and love</p> <ul style="list-style-type: none"><li>➤ Express insight into the reasons why forgiveness is an important aspect of all Christian relationships. Articulate the role forgiveness plays in their own lives.</li></ul>	<p><b>Forgiveness</b> To be able to forgive ourselves as well as others.</p>
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## Key Stage Four detailed outcomes for Relationship, Sex and Moral Education

<b>STRAND</b>	<b>LEARNING OUTCOME</b>	<b>VALUES LINK</b>
<p><b>Learning about themselves and how to relate to others.</b></p>	<ul style="list-style-type: none"> <li>➤ Appreciate that we are created to be sexual beings able to love and be loved.</li> <li>➤ Reflect on the nature of love as an act of will, as commitment and decision, rather than just an emotional response</li> <li>➤ Be able to articulate and justify personal choices and decisions, especially in connection with marriage and celibacy.</li> <li>➤ Be able to explain how religious belief influences morality and behaviour but that extremism and injustice are never acceptable. Explain the reasons why and that we all share in the responsibility to protect our communities from extremism, prejudice and discrimination.</li> <li>➤ Explore from the experiences of those in long term marriages how love changes and develops over time</li> <li>➤ Appreciate the factors that contribute towards making a marriage dysfunctional: e.g. poor communication or adultery</li> <li>➤ Know how a baby will affect personal life choices and relationships and understand the changed priorities and responsibilities of parenthood</li> <li>➤ Identify and explain the reasons some women chose to have an abortion and be able to explain the Church's teaching on abortion. Articulate their own views on this topic and relate their</li> </ul>	<p><b>Love and Compassion</b> Understand the nature of love as it manifests in different ways and be understanding of the mistakes of others. Be compassionate for those who are different</p> <p><b>Truth</b> Be able to see beyond media hype to the truth in the debates current in society</p> <p><b>Discernment</b> Appreciate what is the right course of action</p> <p><b>Courage and Right Judgement</b> Be able to speak out for truth and take right action in given situations</p> <p><b>Forgiveness</b> Appreciate the major role this plays in enabling relationships to work and survive</p>

	<p>views to an understanding of the value of life <i>(note this could extend to the issues involved in living as a disabled person in society today)</i></p> <ul style="list-style-type: none"> <li>➤ Be able to understand homosexuality/transgender etc. and critically analyse their own and others responses to these issue. They would need where appropriate to be aware of church teaching and the reasons for this.<sup>10</sup></li> </ul>	
<b>Developing ideas about rights and responsibilities.</b>	<ul style="list-style-type: none"> <li>➤ be able to articulate the role of conscience in making decisions and understand the need to have an informed conscience.</li> <li>➤ be able to articulate why Christians need to respect the rights of others and why any form of bullying, prejudice or discrimination goes against the teaching of the Church.</li> <li>➤ Critically evaluate the response of society to the 'right to life'.</li> <li>➤ Appreciate the difference between divorce and annulment.</li> <li>➤ Understand the law in the UK as it pertains to divorce and abortion.</li> <li>➤ Understand what is meant by responsible parenthood.</li> </ul>	<p><b>Respect</b> For the right to life, the rights of others and those who are outsiders.</p> <p><b>Truth</b> In law and in the teaching of the Church.</p> <p><b>Responsibility</b> For our own actions, understanding that actions have consequences.</p>
<b>Knowing about physical and emotional development.</b>	<ul style="list-style-type: none"> <li>➤ Understand how to develop their own physical and emotional well-being and the factors that may affect this</li> <li>➤ Consider what constitutes an abusive relationship and what might be considered manipulation in a relationship. (Discuss where</li> </ul>	<p><b>Awe and wonder</b> For the creation and development of life.</p>

<sup>10</sup>“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.” Extract from Bishop McMahon’s statement on relationship education in Catholic Schools. This statement is attached in full at the end of the document

	<p>to seek help if they feel they or others are being affected by this)</p> <ul style="list-style-type: none"> <li>➤ Understand the factors which may influence sexual attraction</li> <li>➤ Building on KS3 work, understand behaviours which are likely to increase the risk of developing a sexually transmitted disease.</li> <li>➤ Understand what is involved in abortion and the difference between direct and indirect abortion.</li> <li>➤ Understand the emotional implications of becoming a parent.</li> </ul>	<p><b>Respect</b> For life/for others/for justice</p> <p><b>Truth</b> Have a clear understanding of the facts behind issues in society</p>
<p><b>Knowing about spiritual development.</b></p>	<ul style="list-style-type: none"> <li>➤ Understand the nature of Trinity, (as far as is possible) and how we are created to be social beings called into community.</li> <li>➤ Reflect on God's unconditional love for us as individuals and our uniqueness in God's eyes.</li> <li>➤ Explore how Catholic Social teaching influences the responses of Catholics and demands integrity in the way we live.</li> <li>➤ Understand the Sacrament of Marriage as a covenant and sign to the world. (this would include an appreciation of the ceremony of marriage and an understanding of the symbolism involved).</li> <li>➤ Understand the scriptural basis for the church's respect for life<sup>11</sup> and consider how this finds expression in current Church Documents.</li> <li>➤ Appreciate the reasons the Church believes that abortion is wrong and evaluate the arguments of those who believe it to be acceptable.</li> </ul>	<p><b>Awe and Wonder</b> Reflect on the nature of God's love and the meaning that holds for our lives</p> <p><b>Hope</b> Because no matter what God is with us</p> <p><b>Forgiveness</b> Appreciate God's forgiveness and how that belief shapes our response to others</p> <p><b>Thankfulness</b> For the ability to love and be loved</p> <p><b>Respect</b> For the value of life</p>

<sup>11</sup> In this context we are talking primarily about the rights of the unborn child to life but the teaching on respect for human life has far wider implications encompassing issues like the acceptability of war, providing aid, the right to medical care etc

Note throughout this Key Stage the issue of internet safety /managing their on line profile/staying safe and their right to be free from abusive or manipulative relationships should be explored and discussed.

## Overall Aims for Relationship and Sex Education in Key Stage 5

*“Do not conform to the contemporary world, but let the renewing of your minds transform you, so that you may discern for yourselves what is the will of God-what is good and acceptable and perfect.”*

(St Paul’s letter to the Romans 12 v2)

All key stage 5 courses will be different depending on the nature of the School or College however there are some general aims

- To help pupils recognise and appreciate the religious and spiritual dimensions of life particularly with regard to issues centred on sexuality.
- To develop each student’s awareness of her or his dignity as a human being and as a person loved by God. Every student should be encouraged to; live a fully human and worthwhile life, lived critically and creatively, informed by our Christian tradition.
- Deepen their understanding of Catholic Social teaching and the call to be a prophet voice.
- To lead to a deeper knowledge and understanding of the term Catholic and the other religious traditions and the ways in which they seek to express the significance and opportunities of human life.
- To allow opportunities and space for searching and questioning.
- To challenge pupils to examine their own life stance, deepen their personal faith commitment and respect that of others.
- To be prophetic in the fight against extremism, discrimination and injustice.
- Students should be encouraged **“to seek the truth which is of God, in the whole of creation, in themselves and in others”**<sup>12</sup> and enabled to make **“free, informed and full responses to God’s call in everyday life.”**<sup>13</sup>
- Understand the responses of different religions to current issues

These broad aims could lead to a study of current church thinking and documentation together with an examination of Church social teaching.

Many adults are not able to articulate reasons why the church believes what it does or understand how beliefs connect to life and the choices we make. Sixth form is an opportunity to develop at a deeper level of knowledge on issues raised in preceding key stages; to help students make connections between belief and practice and enable students to be as informed as they can be about current thinking, issues and debates within the church.

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<sup>12</sup> Bishops’ Conference of England and Wales, Religious Education Curriculum Directory for Catholic Schools, op.cit., p.8

<sup>13</sup> Catholic Bishops’ Conference of England and Wales, Religious Education in Catholic Schools, op. cit., n.5

## Appendix one: A Statement on Relationships by Bishop McMahon

### **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.

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 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**

## **GUIDELINES FOR WRITING A RELATIONSHIP AND SEX EDUCATION POLICY**

### **INTRODUCTION**

Quote the schools mission statement that emphasis the school ethos is based upon the Catholic Church and its teachings.

### **DEFINITION**

Include the schools definition of what is meant by RSE (Relationship and Sex Education) which links to the mission statement reflecting the teachings of Jesus and the church and taking account of the physical emotional and development of pupils.

### **LEGAL POSITION**

Guidance from the DFE requires all secondary schools to provide relationship and sex education and recommends that all primary schools have a RSE programme. In both cases it should be rooted in the schools PSHE framework. The DFE RSE guidance (2000) states that: *'all schools must have an up to date policy which is available for inspection and to parents. The policy must define Sex and relationship education: describe how sex education is provided and who is responsible for providing it, how Sex and Relationship education is monitored, evaluated and reviewed regularly.'*

Should also include the fact that parents have the right to withdraw their children directly from sex education but that you would hope the school and parent would discuss the reasons and impact of doing such a head of time.

### **RATIONALE**

Statement which says why you are teaching Relationship and Sex Education:

*Recognising pupils as unique individuals, created in the image of God, loved by God and intended to have life to the full means you have a duty to teach them the appropriate way to achieve this in the society they live in today. As a Catholic school you also have a duty to deliver this in accordance with the teachings of the church. There is acknowledgement that the school shares with parents the responsibility to provide positive and prudent relationship and sex education and aims to enable pupils to keep themselves safe and be protected from exploitation.*

### **STATEMENT OF OBJECTIVES**

Make use of the objectives previously mentioned in the document as appropriate to your school phase or decide on your own.

## **ROLES AND RESPONSIBILITIES**

Provide a clear explanation of each of the following person's role:

- Governors
- Head
- Co-ordinator
- Teachers
- Parents

## **MANAGEMENT OF THE PROGRAMME**

Explain how it will be taught for example:

- Where it is placed in the curriculum i.e. PSHE, science and how it is linked to Religious Education.
- Who will teach it
- Whether outside speakers will be used and what for and when
- Whether it will be taught in mixed classes, or single sex (may vary according to age)

## **CONFIDENTIALITY AND SAFEGUARDING PROCEDURES**

Reference needs to be made to confidentiality, avoidance of personal questions directed at staff, dealing with questions and disclosures. Need to include a statement related to safe guarding and your duty to pass on any information that indicated a child was at risk of abuse and that the information would be passed on the designated safe guarding officer and dealt with under the safe guarding procedures.

## **MONITORING AND REVIEW**

The school should indicate how often the RSE will be reviewed and by whom and also that should the programme being used be changed or altered that parents will be consulted.

## **RESOURCES USED**

List of the resources the school will use in delivering the programme include the main framework you will use

May wish to include:

- Educational guidance in human love CTS 1983
- Education for sexuality CES 1994
- Sex and Relationships Education Guidance DFE 2000
- Science national curriculum
- Outstanding sex and relationship education in a Catholic context: The John Henry Newman Catholic School (Available from CES website: <http://www.catholiceducation.org.uk/guidance-for-schools/relationship-sex-education>)

- Relationship and Sex Education in Catholic Schools Quality Standard. This is a review tool for Senior Leaders and Governors. (Available from CES website: <http://www.catholiceducation.org.uk/guidance-for-schools/relationship-sex-education>)
- Good Practice in developing a school RSE policy. (Available from CES website: <http://www.catholiceducation.org.uk/guidance-for-schools/relationship-sex-education>)
- A model policy for Relationship and Sex Education (available from the CES website: <http://www.catholiceducation.org.uk/guidance-for-schools/relationship-sex-education>)

### **LINKS WITH OTHER POLICIES**

Statement clarifying that the RSA policy has clear links with other school policies aimed at promoting pupils' spiritual, moral social and cultural development including:

- Disability and equal opportunities
- Health and safety
- Inclusion
- Special needs
- Personal Social, health and citizenship
- Behaviour
- Anti-bullying
- Safeguarding
- ICT and e-safety
- Science
- Religious Education

## Resources for Relationship and Sex Education

- ‘All that I am’: A programme for both primary and secondary from the Archdiocese of Birmingham. <http://all-that-i-am.co.uk/>
- ‘This is my Body’ published by Philos Educational publishers Antonia Tully, Unit C • 3 Whitacre Mews • Stannary Street London • SE11 4AB A support material for Y6 pupils linking scripture an science
- ‘Love and Sex Matters’ by Kate Guthrie, Verity Holloway, Katy Staples: A programme for both Primary and Secondary ISBN 978-0-9565160-1-5
- ‘A Journey in Love’ by Sr Jude Groden:  
A developmental programme for Primary pupils contact McCrimmons <http://www.mccrimmons.com/> ISBN 085597 684 5
- ‘In the Beginning’ A primary programme by Charlie Saul: contact Mr C D Saul St Edward’s RC Primary School Rowland Way Lees Oldham OL4 3LQ
- ‘Guiding young Teens through Life’s Losses Wezeman and Fournier: Twenty Third Century Publications ISBN 1-58595-271-0
- Foundations for a Good Life Secondary resource material from Marriage Care <http://www.marriagecare.org.uk/>
- ‘Called to Love’: A resource at present for secondary from the Scottish Catholic Education Service <http://www.calledtolove.org/> also look at the Scottish Catholic Education website <http://www.sces.uk.com/> for their guidelines on Health and Relationship Education. (under Resources Section)
- ‘In God’s Loving Plan’ A resource for primary pupils from the Scottish Catholic Education Service. <http://www.calledtolove.org/>
- The Catholic Education Service website [www.cesew.org.uk](http://www.cesew.org.uk) for various guidance and documentation including guidance on vaccination for Cervical Cancer
- Sex and Relationship Guidance 2000 from the DfEE. Now available from the DFE website <http://www.education.gov.uk/>
- Catechism of the Catholic Church

- The Truth and Meaning of Human Sexuality: The Pontifical Council for the Family available from [www.vatican.va/](http://www.vatican.va/) and 'Deus Caritas Est' God is Love Pope Benedict XVI
- Educational Guidance in Human Love, CTS, 1988

## Audit tool for the monitoring of Relationship and Sex Education (RSE)

This checklist is to support the schools processes of self-evaluation and should be completed in partnership with the Governors and the person responsible for Relationship and Sex Education.

<b>Criteria</b>	<i>Fully</i>	<i>Partly</i>	<i>Not evidence</i>
School has an up to date Relationship and Sex Education policy in place			
Policy adheres to Diocesan guidelines			
Your policy reflects the Church's understanding that; "every human life has an intrinsic and absolute value through being created by God and in the image of God." And that "Self-respect and respect for each other must underlie all human relationships"?			
Your policy reflects your mission and ethos statement?			
The schools policy has been ratified by the full Governing Body			
There is a named member of staff responsible for the teaching of RSE			
Governors are aware of how RSE is taught across the school and have been engaged in the resources to be used.			
Parents are regularly consulted and informed in the compilation of the Relationship and Sex Education policy and resources used.			
There is a statement included in the school prospectus regarding the schools approach to the teaching of Relationship and Sex Education			
There is a clear developmental scheme in place to support the teaching of RSE across the school.			
A range of appropriate RSE resources are used that meet the needs of all learners			

