



Care - Courtesy - Conviction



Diocese of Lancaster  
Education Service



# **Christ the King Catholic Academy and St Cuthbert's Catholic Academy Human Relationships and Sex Education Policy**

# 1. Introduction.

**A copy of our school's policy was submitted to the Education Service, Diocese of Lancaster by 3rd October 2016 in line with their agreed deadline. An updated HRSE policy was ratified by our Trust board on 13<sup>th</sup> July 2016**

## 2. Vision and Mission.

Our mission at Christ the King Catholic Academy and St Cuthbert's Catholic Academy is to develop is a community whose character and daily life are centred on the person of Jesus Christ and formed by his teaching and values. We are a partnership of families, staff, directors and parishes providing a caring and secure environment in which all can flourish.

*In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish. We respect that everyone is a unique and beautiful part of God's creation.*

## 3. Procedures

The following groups have been consulted as part of producing this policy:

- School staff and pupils
- Trust Directors
- Parents' forum
- Diocesan Education Service
- Christ the King and St Kentigern's parish and St Cuthbert's Parish
- School Nursing Team
- School Council

Consultation took place through discussion of the main areas of the document with focus groups of: parents pupils and staff and during formal meetings of the directors, teaching staff and parish council. In consultation with the Trust Board, the policy will be implemented in 2017, reviewed every two years, by the Head teacher, HRSE Co-ordinator, the Board of Directors and school staff. The next review date is October 2018. The policy will be circulated to all members of the Trust Board and all members of staff. The school prospectus contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service is sent a copy of the school's HRSE policy and it is the duty of the Trust Board to ensure that this is up to date.

## 4. Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as we believe that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example,

*The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of our responsibility than teaching about mathematics or English. At Christ the King and St Cuthbert's Catholic Academies we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching, as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.*

The Department for Education (2000) suggests that sex and relationship education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well being, including sexual health. The Diocese of Lancaster supports all these aims in educating about relationships and sex education though recognises that the Church's objectives in this are about complete human formation.

## 5. Statutory framework.

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education Guidance' (2000)
- The Children's Act (2004)

Additionally, non statutory guidance directs policy and guides the work of OFSTED as it seeks to promote what is perceived as best practice, which may go beyond the limits of statute.

	State Funded Maintained Schools	Academies and Free Schools
Whole Curriculum	At Christ the King and St Cuthbert's Catholic Academies we offer a curriculum which is balanced and broadly based* and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
Personal, Social, Health & Economic Education	We make provision for PSHE, drawing on best practice. We currently draw on a variety of sources for our PHSE curriculum building on the Every Child Matters Agenda.	
Sex and Relationships Education Guidance	The HRSE policy has due regard to Sex and Relationships Education Guidance DfEE 2000	
National Curriculum	National Curriculum Science Programmes of study for Key Stage One and Two includes sex education.	
Sex and Relationships Education Policy	Our Year 6 curriculum includes education on puberty and on the growth and development of babies in utero.	

## 6. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

Across the two academies staff and pupils live out the Gospel values shared in the Beatitudes and Corporal Acts of Mercy, throughout the life of schools in many ways. However both schools are distinct in the way they share this message. The details below share their individual contributions:

*Christ the King virtues are based upon the practical application of the Catholic faith. Throughout Lent and Advent the school engages in "Faith in Action" where they raise money for those less fortunate than themselves. For example at Christmas each class raises money to buy a Christmas gift for a child their age who will not receive any gifts. Throughout the year the school encourages their pupils to use their gifts and talents for the benefit of others. For example the school choir sings regularly at a local rest home bringing life and joy to the residents living there.*

*The school encourages pupils to be active and positive learners within the classroom showing respect for those speaking, making their views known in an appropriate way and valuing each other as a member of God's family. At times pupils need to be reminded of our behaviour charter/rules and in later years develop a deeper understanding of what moral behaviour is. During these periods of reflection staff encourage pupils to ask for forgiveness from those they have wronged and pray together asking God to guide them on the right path in the future. During class and whole school liturgy and worship sessions pupils are encouraged to develop a closer relationship with God through prayer and making space for Him in their lives.*

At St Cuthbert's the school lives out the Gospel values shared in the Beatitudes in a variety of ways, woven throughout the daily life of the school:

- the example provided by staff in their dealings with pupils, families and other staff;
- the encouragement and opportunities provided to pupils to support one another in their class work, at playtimes, with "buddy" schemes;
- the opportunities for children to take responsibility as, for example, prefects, monitors, school council members, "eco-warriors";
- regular reflection in each class on how we are living the values we espouse as a school;
- the opportunities for personal reflection and spiritual development provided in Lenten and Advent prayer and Prayer of the Rosary in May and October;
- the celebration of virtues and values through regular assemblies and awards;
- regular opportunities to fundraise for a variety of charitable causes;
- the time and resources devoted to providing pastoral support to children struggling with, for example, resilience, self-image, behaviour or self-control.

## **7. The Aim and Objectives of HRSE.**

The aim of HRSE is part of our aim to educate the complete human person.

This is expressed in *Fit for mission? Schools* (2009).

*The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.*

*This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.*

- HRSE should deepen the following areas of understanding.
  - To develop self respect and love of self.
  - To invite young people to develop and deepen a loving relationship with God.
  - To invite young people to understand that their life has a purpose.
  - To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
  - To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
  - A strong awareness of their own safety and the nature of consent.
  - To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

The HRSE provided at both academies is grounded in the richness of Catholic teaching on the needs of the human person. It aims to form pupils through the development of a variety of attitudes, personal and social skills and knowledge and understanding

- *We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.*
- *We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.*
- *We will encourage the whole school to be like a loving family recognising God as a merciful and generous father*
- *We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.*
- *We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.*
- *We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.*
- *We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.*
- *We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.*
- *We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.*
- *We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.*

## **8. Inclusion**

Both academies identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people are encouraged to respect difference and develop an approach of dialogue. Where children or families may require support, this can be provided through the wider Trust or through external agencies.

## 9. Equality

The Trust Board has wide obligations under the Equalities Act 2010 and will work to ensure that Christ the King and St Cuthbert's Catholic Academies endeavour to do their best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. Staff in the academies follow the provisions of the Trust's Equality Policy to ensure all pupils' needs are met.

## 10. Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 (St Cuthbert's Catholic Academy 2-11) and Christ the King Catholic Academy 3-11) years and provides suggested areas of study and outcomes for the young people it serves. This programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centering of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It will be taught as part of a broad and balanced curriculum and allows children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.

The programme of study will be taught in class through the RE and PSHE curricula and will be supported through assemblies and additional enrichment activities. The implementation of this programme of study will be monitored by the HRSE subject leader in conjunction with RE and Science subject leaders and supported by a director designated by the Trust. The policy will be reviewed within the Trust's Policy Review Calendar and revised as necessary by the subject leader.

## 11. Parents

The Church recognises parents as the first and best educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "*sexuality as value and task of the whole person, created male and female in the image of God*". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted on this policy separately, within each academy.

all Year 6 parents are invited into school to hear about the planned HRSE curriculum and discuss the content of the sessions. This meeting is to support them in following up the work completed in school and answer any questions/offering support. Pupils require written consent letter in order to engage in the sessions, without it the child will not be part of the session. Parents are informed of their right to withdraw their children from HRSE lessons; however, they are not able to withdraw their children from statutory science lessons.

## 12. Teaching HRSE

Teaching and learning about human relationships will be part of the life of the school with all staff fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. As staff we are called to be good role models to the pupils in our care, to the community we serve and to each other.

The programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing. It will be delivered by staff, trained in full by the Diocese. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors agree to follow the its instruction.

### **13. Supporting children and young people deemed to be at risk.**

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the schools' safeguarding policy and confidentiality procedures found on BEBCMAT and respective school Academy websites.