



Frontem in Fide – Forward in Faith

Family Life Policy
Sex and relationship education

“May your love for each other reflect the enduring love of Christ for His Church”

POLICY DEVELOPMENT

The Governing body of Cardinal Wiseman Catholic Technology College recognise that it has a duty to prepare its student body for living a responsible life. With this duty comes the responsibility of the promotion of the Sacrament of Marriage as the ideal context within which to discuss Family Life. There is a recognition that many of our young people come from different backgrounds have many different life experiences. Family Life is fractured and complicated for many and the Governing Body recognises that this ideal may seem unobtainable for some.

The aim of this document is to communicate the context and manner in which sex and relationships education will be delivered in this school. The Governors have updated the policy in consultation with the School’s Mission Statement, teachers, pupils and parents, and the Diocesan Commission

Our policy is called “Family Life”

“ May your love for each other reflect the enduring love of Christ for His ChurchPut your trust in God as you serve together in life Make your home a centre of Christian family life.”

All at Cardinal Wiseman Catholic College acknowledge that our school must communicate clearly with parents over sex and relationship education and respect that parents are the first teachers of their children in faith.

The overall aim of the “Family Life” policy is to support the students in their holistic human development as they move forward in faith. In this context sex and relationship education is not something to be fearful of but contributes to both students’ personal development and the Common Good. Through learning of God’s love for then pupils will learn how to love faithfully

OVERVIEW

Sex and Relationship Education is defined as ‘Lifelong learning about physical, moral and emotional development. It is about understanding 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 about understanding but ‘not promoting sexual orientation.’ (SRE Guidance DfEE0116/200) This document identifies the three main

elements to be included as ‘attitudes and values, personal and social skills, and knowledge and understanding.’

“The pupils have the right to a curriculum which will help them to develop spiritually, morally, socially and culturally and also prepare them for their adult life. Education in sexuality is integral to this process.” (Education in Sexuality CES 1995)

There should be a whole school involvement and the whole curriculum should convey values and morality to help in the growth of the pupils.

Dialogue and co-operation is needed between the phases of schooling, with parents and with the governors of the school throughout the planning, implementation and review of the programme.

AIMS

The Family Life policy in school is about the development, growth and journey of the person towards becoming fully alive as a unique creation made in God’s image.

It is about providing our young people with the knowledge to

- make informed life decisions
- Exploration and formation of Christian attitudes and values
- Improve knowledge and understanding of, and responsible practice in SRE issues
- Promotion of the Christian vision of creation- the individual as a unique and divine creation
- Promotion of competent decision making
- Promotion of independence and autonomy

TEACHING OBJECTIVES

Sex and Relationship Education is part of the personal, social, moral and health education curriculum in our school. While we use sex education to inform pupils about sexual issues, we do this with regard to matters of morality and individuality, and in a way which encourages pupils to ask and explore moral questions. This is done within the context of the teachings of the Catholic Church and within The Law of the land.

- To provide a broad and balanced SRE programme which allows access for all including children with special educational needs.
- To provide this within the Wiseman curriculum
- To recognise the aims and objectives of SRE and reflect them across the curriculum.
- To support the programme and raise pupils’ awareness in how they relate in different contexts.
- To identify levels of knowledge and understanding in order to tailor the programme to the pupils’ individual needs.
- To engender growth in self-respect, self-worth, self-esteem
- To explore the value and meaning of life and give appreciation of the values of a family life
- To give recognition to the varying nature of the family in today’s society.
- To enable pupils to have some understanding that love is central to and the basis of meaningful relationships
- To encourage pupils to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively

- To have some understanding of and to give sensitive consideration to the beliefs, values and culture of others
- To provide a forum where pupils can share their concerns and to offer a climate of support where they know they will be listened to sensitively.
- To understand the process of human procreation
- To inform and to correct misinformation on all matters relating to sexual health
- To help with the careful consideration of family planning within the framework of the church's teachings
- To enable pupils to recognize the importance of the choices they have in relation to their various relationships
- To enable pupils to understand their responsibilities in making decision and in taking actions, and the effects of these on themselves and those around them
- To help resist peer, social and media pressures when necessary
- To help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self- image and sexuality
- To give pupils the opportunity to recognize how abuses can affect relationships
- To teach in ways which give compassionate understanding of same gender relationships
- To know where and from whom specialist knowledge is available on all SRE matters

LEARNING OBJECTIVES

The principles underlying the content of The Family Life policy school are:

- Sexuality is a gift from God
- We are made to love and be loved
- What we say with our bodies should reflect what we mean in our hearts and minds
- Mature Christian sexuality involves openness and commitment to others
- Genuine love is creative

The content of sex education curriculum is underpinned by the following recurring themes:

- Man and woman are made in the image of God
- Love
- Knowledge of the human body
- Human growth and development
- Decision making
- Sexual identity
- Consequences and commitment
- Parenting/ families/life cycle
- Beliefs and values
- Self esteem
- Safety and child protection
- Personal and social skills
- Health

Personal and social skills

- Learn to manage emotions and changes in relationships confidently and sensitively
- Develop self-respect and respect for others
- Develop a positive self-image
- Learn to make choices based on an understanding of differences and with an absence of prejudice
- Learn to manage conflict
- Learn to recognize and avoid exploitation and abuse
- Be aware of external influences and pressures and develop negotiating and assertiveness skills
- Learn to take responsibility for your own sexual health and that of others
- Take responsibility for the consequences of ones actions in relation to sexual activity, relationships and parenthood, personal health, well-being and safety
- To be able to discuss moral issues giving consideration to attitudes, values, beliefs and morality

Knowledge and Understanding

- The Catholic teaching on sexuality, relationships, conception, contraception, abortion, marriage, euthanasia, homosexuality, parenting and medical ethical issues such as stem –cell research and genetic engineering.
- Exploring, considering and understanding moral dilemmas
- Physical and emotional development at appropriate stages
- Human sexuality, reproduction, sexual health, emotional health
- Different relationships
- Different lifestyles and their effects on society
- Different methods of family planning, safer sex, and access to national and local services
- The arguments for delaying sexual activity and resisting pressure
- The issue of peer/media pressure and other risk taking behaviours such as taking drugs or drinking alcohol
- STP's – their transmission, symptoms, treatment and consequences
- The law and how it relates to sexual relationships.

The **Wiseman Curriculum** provides the following:

Key Stage3

- Love needs friendship 1 – to recognise the types of relationships
- Love needs friendship 2 -Different types of relationships- what is appropriate behaviour and what is love
- Love needs family to understand family context – what makes a family
- High risk strategies in relationships- sexual activity and pregnancy

Key Stage 4

- Living for the Future Identify what a baby needs- being a parent
- Priorities and responsibilities of being a parent
- Appropriate behaviour in relationships

The **Science Curriculum** provides the following:

Key Stage 3

- Fertilization in humans
- Physical and emotional changes during adolescences
- The human reproductive system
- The menstrual cycle
- Development in the foetus in the uterus
- Growth and reproduction of bacteria/ replication of viruses and how this can affect health

Key Stage 4

- Hormonal control including sex hormones
- Medical uses of hormones including the control and promotion of fertility
- Effects of drugs on the body
- Effects of alcohol on the body
- Genetics including the determination of gender
- Basic genetic engineering in relation to disease

The **Religious Education Curriculum** provides the following:

Key Stage 3

- Respect of differences between people
- Recognising the stages of emotions associated with loss and change caused by death, divorce, separation and new family members.
- How to deal positively with the strength of their feelings in certain situations
- Recognition and positive management of physical and emotional changes during puberty
- Good relationships leading to promotion of physical and mental health
- Recognition and management of risk and making choices about healthy lifestyles
- Effects of all types of stereotyping, prejudice, bullying, racism, and discrimination
- Changing nature of different relationships
- The role and importance of marriage in family relationships
- The role and feelings of parents and carers and the value of family life
- Negotiation skills within relationships
- Social and moral dilemmas and choices

Key Stage 4

- Recognition of personal qualities and potential
- Sense of identity
- Recognizing pressures, influences and sources of help
- Planning and negotiating future plans

- Consideration of alternatives, long - and short-term consequences when making decisions about personal health
- Marriage- contemporary and moral issues. Marriage Care
- Health risks of alcohol, drugs, early sexual activity
- Catholic view on contraception, abortion
- Importance of relationships in relation to human reproduction, family planning, STI's, high risk behaviours, early sexual activity
- Prejudice
- Reconciliation
- Talking about relationships and feelings
- Responsible parenthood

ASSESSMENT

Pupils work should be assessed by teaching staff in line with work in other subject, reflecting the pupils' ability to understand, express opinions, their effort and participation Pupils should be aware of the criteria being assessed and be given an opportunity to review and assess their own work and where appropriate, that of others

ORGANISATION

Sex Education to be monitored and reviewed by the Deputy Head teacher in consultation with the Senior Leadership team, Pastoral team, Head of RE, Head of Science, and Fr. Eddie Clare.

The programme should be reviewed annually and changes notified to the appropriate agencies.

Delivery is through:

- Enrichment days... schemes of work on relationships and values
- Planned aspects itemises within the schemes of work of Science and Religious Education.
- Resources which are subject to scrutiny for their suitability for the age, stage, faith and cultural background. This to be done by the persons responsible for the programme.

Teaching will be:

By the variety of methods and approaches relevant to the materials and learning outcomes, at the relevant time and level to meet the pupils' individual needs.

To mixed ability and gender groups. Where appropriate, opportunities will be provided for discussion in gender groups by a team of trained and confident teachers and outside agencies, working within the context of the School's Mission statement and this policy.

Through a wide range of appropriate resources available to teachers and open for inspection by parents on request

OUTSIDE AGENCIES

Specialists from the Health Service, School Health Team or similar will be encouraged to enhance our programme, but all materials being used will be delivered in accordance with this policy document, with this document in mind.

Preparation and/or follow up from sessions delivered by outside agencies will be undertaken by the school teaching staff

CONFIDENTIALITY

Teachers are not in a position to promise confidentiality but they are not obliged to inform parents if they suspect or have evidence of unlawful sexual activity or inappropriate sexual behaviours

Teachers are directed to extend the confidentiality by speaking to the DSP Head teacher about any such knowledge or suspicions. The Head teacher will decide whether to refer the matter further after talking to the pupil Child protection issues are paramount.

Pupils will be advised in all instances to confide in their parents and made aware that some disclosures must be reported in order to protect them.

Teachers who either know or suspect any form of abuse (sexual, physical, mental, substances etc.) MUST inform the Head immediately)

COMPLAINTS

Any complaints about the Family Life policy should be made to the Head teacher who will report the matter to the governors through the governor responsible.

PARENTAL PARTNERSHIP

The Family Life policy will be made available to parents when their child enters the school.

- Parents have the right to withdraw their children from all or part of the planned programme.
- Parents wishing to exercise that right are asked to make an appointment with the sex education team to discuss the issues but are under no obligation to do so
- Once a pupil has been withdrawn from one aspect of the programme they may not take part in any further sessions without written parental approval.
- Under the Healthy School Standard parents will be invited to attend information evenings where they can review and express opinions about the course content and resources. They will be encouraged to talk to their children in support of the programme. Parents will be offered a training programme (soon to be available) dealing with and supporting them in talking to their children about sex and relationships.

PUPIL PARTNERSHIP

Pupils will be consulted in the first instance via the school council in relation to the programme planned for the individual years and the programme as a whole

- Pupils will be asked to evaluate the programme and their opinions will be considered at the annual review by the SRE team.

SCHOOL STAFF

- All members of the school staff will be consulted on the policy and their view and opinions sought.
- Staff will be consulted in respect of their training needs. Those in the SRE team will have training and support to use strategies for SRE.

These include:

- Establishing ground rules with their pupils
- Using distancing techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and flexible learning methods and appropriate materials
- Encouraging reflection
- Staff will not give personal advice or counselling on sexual matters to a pupil if a parent has withdrawn that pupil from the sex education programme. Staff will not give family planning advice to pupils

The school nurse will be aware of and expected to operate within the content of this policy

SOCIAL INCLUSION/EQUAL OPPORTUNITIES

The Social Inclusion department will be consulted as to the suitability of content, resources and approach of lessons in order that all pupils may access the programme. Visitors will be made aware of any special needs of pupils or groups of pupils

DISSEMINATION OF THE POLICY

A summary will be included in the school prospectus

The full policy will be available to The Diocese, the LEA, parents, Ofsted, and other visitors / agencies on request.

The full policy will be included in the Staff Policy Handbook