

# ST. BONIFACE'S ROMAN CATHOLIC COLLEGE



## SEX AND RELATIONSHIPS (SRE) POLICY

**2010/2011 - DRAFT**

Reviewed at the Catholic Life Committee – 25 November 2010

To be signed off at FGB – 29 September 2011

S Ord-Houghton - Chair

Date for review: TBC

## **Sex & Relationships Education (SRE) Policy**

### **Aims and Rationale for SRE at St Boniface's**

Our aims can be summarised using a quote from the previous policy which still stands:

"Governors see the inclusion of sex education within the curriculum as a constructive means of supporting parents in their role and responsibility of preparing young people to take their place within society as well-adjusted, mature young adults who see their sexuality as an expression of the deepest love that exists and not the expression of the selfish satisfaction of human instinct."

Christ's call to salvation is personal to each of us but is secured through our relationships with others (cf John 15:12; 1 John 4:20). In asking its schools to undertake the education of Catholic children, the Church in this country asks us to foster the quality of relationships to make this possible and, in particular, to encourage the proper understanding of sexual activity as an expression of the love that St Paul likens to Christ's love for the Church (cf Eph 5:25).

Parents have the prime responsibility for the education of their children, as noted in the rite of Baptism and further elucidated by Pope John Paul II in his encyclical on family life 'Familiaris Consortia' of 1981. 'The right of parents to choose an education in conformity with their religious faith must be absolutely guaranteed'. It is to offer that opportunity that St Boniface's College exists and it is our privilege as Governors to make arrangements whereby it can occur.

Sex & Relationships Education (SRE) aims to provide young people with the knowledge and understanding necessary for them to live harmonious adult lives and to do so at appropriate stages of their development. In this school the moral, social and spiritual dimensions of pupil's growth are always central to our thoughts and in the area of sex education these form a fundamentally important context within which all teaching will occur. Our objective is that all pupils understand the physiological aspects of sexual activity and are aware of the standard of holiness to which the Church calls us in this area.

### **Review Arrangements**

Peter Eccles, headteacher, has reviewed SRE at St Boniface's academic year 2009/10. The previous policy last revised in February 2009 was measured according to rationale, aims and objectives, parental involvement and rights, review arrangements, the role of the SRE coordinator, organization and curricular planning, assessment recording and reporting and equality of opportunity. This review is of both policy and content of SRE. The benchmark for the review is a model SRE Policy document and the (relatively) new national programme for Catholic secondary schools: 'All That I Am'.

The main areas for development in the next academic year are:

1. to provide student voice opportunities to describe the success of SRE
2. to monitor the delivery of SRE
3. to improve organization and curricular planning in respect of what is taught, when it is taught, how much time and how SRE features in curriculum planning
4. to extend provision into KS5
5. to review SRE annually

These will form the main roles for the coordinator of SRE.

### **Strategy**

In order to meet the aims outlined above, SRE is delivered through Science but primarily through Religious Education. In Religious Education, some SRE topics have been established as part of the PoS for some time, especially at KS4. Substantial additions have been made to the content of SRE at KS3. Where possible, learning outcomes have been linked to topics already on the Sows. Resources for SRE at KS3 and 4 will be supplemented or replaced by the *All That I Am* national resource as appropriate. The outline of this programme and its associated resources are available for parents or other stakeholders to evaluate. In so far as is practicable the delivery of physiological information given in Science classes will be accompanied by moral and spiritual consideration in RE classes and interpersonal skills training in PSE classes. In all cases the moral and ethical guidelines from the Church's teaching will be reinforced with the emphasis firmly placed on personal responsibility.

Outside agencies will only be used as invited speakers (on topics such as HIV/AIDS for instance) when assurances are received that their input is in accordance with the principles within this policy.

We ask all concerned at the school with the education of our young people to be mindful of the great responsibility placed upon them by the church and to abide by the principles enunciated here in their dealings with pupils.

### Provision

What follows is a definition of the content of SRE at St Boniface's, where it happens and how much Provision of SRE has been judged against the learning outcomes of the national SRE programme '*All That I Am*':

#### Key Stage 3

Specification: *All that I Am* (Archdiocese of Birmingham)

Learning objective		RE Module	Year / term / month
To recognise the features of healthy relationships	1	Trinity	Yr 9 / term 2. October
To understand what is appropriate in inappropriate behaviour in a relationship	2	Dignity of the human person	Yr 9 / term 5. May
To understand that: 'being in love', 'lust' and 'true love' are quite different	3	Vocation	Yr 8 / term 6. June
To understand the value of chastity	4	Dignity of the human person	Yr 9 / term 5. May
To understand the family in its social context and examine the roles and responsibility of family members	5	Covenant	Yr 8 / term 2. November
To understand the spiritual context of the family as a community where members grow in faith, hope and love	6	Christian community	Yr 7 / term 1. September
To understand that the family provides, in most cases, the best loving and secure support for the balanced development of the child	7	Baptism	Yr 7 / term 4. April
To identify different types and forms of separation and understand that separation and loss from those we love is often a natural part of life.	8	Purgatory and Advent	Yr 7 / term 2. November
To acknowledge that love cannot be easily separated from anxiety and suffering and appreciate that for believers God accompanies them in times of sorrow and joy.	9	Ultimate questions	Yr 9 / term 3. January

To identify their own opinions based on	10	Mass and community	Yr 8 / term 3. January
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their experiences of relationships and marriage and explore the media portrayal of relationships and marriage			
To explore the teaching of the Catholic Church on marriage	11	Vocation	Yr 8 / term 6. June
To appreciate that sexual intercourse is the deepest and most intimate sign of human love.	12	Vocation	Yr 8 / term 6. June
To understand that parents are co-creators with God and that each person is unique at conception and therefore worthy of respect.	13	Creation	Yr 8 / term 1. September

#### Key Stage 4

*NOTE: the College is currently changing GCSE specification. Normal type indicates when the learning objectives will be covered on the new specification which will be delivered to Yr. 10 from September 2010. Italic type indicates how the objectives will be delivered the cohort starting Yr.11 in September.*

To examine the characteristics, nature and intent of disposable lifestyles and behaviour and to understand why people opt for certain life choices	1	Basic beliefs	Yr 10 / term 1. September
To understand that certain choices can entail undesirable outcomes (STIs, abortion, etc)	2	<i>Issues of life and death</i> Christian Life	<i>Yr 11 / term 2. November</i> Yr 11 / term 3. January
To examine the nature and range of consequences of addictive behaviours (eating disorders, drug use, etc)	3	Issues of life and death	Yr 10 / term 2. November
To understand why some people choose suicide and how society responds to suicide	4	Issues of life and death	Yr 10 / term 2. November
To reprise and be able to understand male and female physical development, sexual awareness and the Church's teaching on masturbation	5	Marriage and family	Yr 10 / term 3. January
To understand contraception, to be able to distinguish between natural and artificial methods, and that some methods are abortifacient	6	Marriage and family <i>Medical ethics 2</i>	Yr 10 / term 3. January <i>Yr 11 / term 3. January</i>
To be able to demonstrate that the life skills they have learnt are likely to inform their future decision making	7	Living the Christian life	Yr 11 / term 4. April
To understand the church's teaching on contraception and family planning	8	Issues of life and death	Yr 10 / term 2. November
To be able to understand what human and divine aspects and skills are required in order to sustain a happy, life long marriage	9	Marriage and family 1	Yr 10 / term 3. January
To understand homosexuality, examine why prejudice and discrimination is harmful and learn respect for all people	10	Values 1	Yr 10 / term 5. June
To identify what a baby needs and the role of conditional and unconditional	11	Marriage and family	Yr 10 / term 3. January <i>Yr 11 / term 1. September</i>

love in parenthood			
To know how a baby will affect personal life choices and relationships and to understand the changed priorities and responsibilities of the parent	12	Marriage and family	Yr 10 /term 3. January Yr 11 / term 1. September
To explore how the nature of parenthood changes as the child grows and develops	13	Marriage and family	Yr 10 /term 3. January Yr 11 / term 1. September

#### Assessment, Recording & Reporting

This occurs in two ways:

- Through the normal formative and summative assessments made by teachers of Science and RE
- A specific review of SRE covered within a key stage