



St Thomas More Language College

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Relationships, Sex & Health Education Policy



Our College Policy is written in light of the Vision of the Diocese of Westminster and the theological reflections of the great St Pope John Paul II and his “Theology of the Body”.

Vision for Relationships & Sex Education in Westminster Catholic Schools

- It is our vision for Relationship and Sex Education in Catholic Schools in the Diocese of Westminster that students would learn how to foster healthy relationships and friendships in light of the wisdom of the Church.
- Students will flourish when they truly understand their innate human dignity, love and appreciation of themselves, including respect for their bodies, and the way they were made by God.
- Students will learn to make sensible and informed decisions in a changing cultural climate, focussing on the virtues, such as patience and chastity that ultimately lead to true happiness.
- Sacred scripture is key to the vision and message Jesus gave us to love God, self, neighbour and our common home.
- RSE in our schools must always remain faithful to the teaching of the Church, recognising the diversity of student’s situations. We aim to be sensitive to each individual, ensuring that their physical and emotional well-being and their safety are of paramount importance.

The Theology of the Body – St Pope John Paul II

In a series of Weekly Audiences given in the early 1980’s, Pope John Paul II, set out a series of systematic teaching that has come to be known as the “*Theology of the Body*” TOB.

This is not a list of rules to be strictly followed but a way of living our faith that offers a change of focus, an opportunity to rediscover the beauty of our bodies in the light of Christ and so live with dignity and care of those around us.

The TOB seeks to provide a way of answering the big questions our young people desire to answer, such as:

- Who am I?
- What is my purpose in life?
- Why did God make me a male or a female?
- How can I find true happiness on earth?
- How can I find love that really satisfies me?

The TOB helps us to learn to receive God’s love so we can give and receive it with others in our lives. Instead of viewing the body as bad or dirty and treating our sexual desires like they should be repressed or ignored, the TOB reveals that our body and its desires actually point us to the meaning of life.

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This revolutionary teaching given by the Great Pope St John Paul II says that our bodies are holy and good. Instead of dwelling on the consequences of impurity, it shows the deeply satisfying freedom that comes from having a pure heart.

God's view of love is everything the human heart longs for. It is not enough that we long to receive this love; we must learn how to share it, to live it and so welcome the Kingdom of God into our present age.

When we see the truth about our bodies and the truth about sex, we change our lives not as a result of persuasion, guilt fear of pregnancy or disease, or because we have to, but because God's view of love is what we truly desire.

Our core beliefs about ourselves drawn from Sacred Scripture

- We have been made in the image and likeness of God - *Imago Dei* (Genesis 1)
- We have sinned but have been redeemed (Genesis3; 2 Corinthians 5:17)
- We are a new creation (2Corinthians 5:17)
- We are precious in Gods sight (Isaiah 43:4)
- We have been made little less than gods and crowned with glory and beauty (Psalm 8:6)
- We are reborn of water and the Holy Spirit (John 3:6)
- Our bodies are the temple of the Holy Spirit (!Corinthians 6:19)
- We are God's work of art (Ephesians 2:10)
- We are the Body of Christ (1Corinthians 12:27)

Our core beliefs regarding the rights of the parent as manifested by the Magisterium of the Church

- "Sex education is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it co-operates in sex education, by entering in the same spirit that animates the parents."

Pontifical Council for the Family 1995

Aim

The aim of this policy is to provide sex education within the Catholic framework, which enables St. Thomas More Language College students to develop the knowledge, understanding and appreciation of:

- Love, with respect to the love of God, others and themselves in its fundamental forms: *agape* and *eros* (Benedict XVI, *Deus caritas est*)
- holistic human growth
- the development of their own potential and
- their own sexual identity as precious gifts from God.

It is intended that this policy should be seen in the context of St. Thomas More Language College's Mission Statement, Policies and the Church's teaching that parents are the first educators of their children. *It is based upon the document "Learning to Love" published by the Department of Catholic Education and Formation of the Catholic Bishops' Conference of England and Wales. March 2017.*

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Our Mission Statement

We expect all members of our community to:

- be responsible citizens upholding Gospel values in our society
- contribute to providing the best education for all
- work together, valuing and nurturing all relationships
- maintain an environment that allows all individuals to flourish and enjoy their education
- honour the aims and purposes of the College

In this way we are **Serving God and Striving for Excellence** in everything we do

Principles

- To enable students to make informed choices that impact on their relationships with God, others and themselves in the light of the teaching of the Catholic Church, and an understanding of the fundamental forms of love: *agape* and *eros* within these relationships
- To have an awareness of where young people are in their knowledge and understanding of human sexuality, so that their needs and concerns can be identified and addressed
- To help our students to develop their own self esteem as unique individuals made in the image and likeness of God and called to the fullness of life
- To develop an understanding of the spiritual, moral, emotional, social and personal aspects of human sexuality
- To enable students to understand and question some of the values of the modern world in general and their teenage subculture in particular with regard to human sexuality
- To enable students to appreciate the importance of love in human relationships; to understand different forms of love (*agape* and *eros*) and the way in which it can be expressed in marriage, in other relationships and in vocations to the priesthood and religious life
- To know and appreciate the importance and values of the family life in human development
- To understand the Sacrament of Marriage as a covenant and sign of the relationship between God and mankind
- To be aware of the joys, blessings and challenges involved in marriage
- To give guidance to students in regard to their personal safety and welfare in the matter of physical and sexual abuse
- To help students to understand the issues surrounding topics such as contraception, homosexuality and abortion in the light of the teachings of the Church and the law
- To help students understand the issues surrounding the nature and causation of sexually transmitted diseases including HIV/AIDS
- To impart full knowledge and understanding of the details of puberty and human procreation in their physical as well as in their spiritual, moral and emotional aspects
- To help students to understand their own spiritual, moral, physical and emotional development, to be aware of their attitudes, prejudices and values and have a sense of value and responsibility for themselves

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Practice

The Sex Education Programme is jointly co-ordinated with the Head of Religious Education, the teacher in charge of the PHSCE Programme and the Head of Science, who are responsible for the overall planning, implementation and review of the programme.

- Through the leadership, management and delivery of the Religious Education, Science and PHSCE Schemes of Work, to ensure consistency of approach
- In consultation with parents to ensure consent and provision for withdrawal of students from any part of the Sex Education Programme not prescribed in the National Curriculum if necessary. It is stressed that the Governors intend to provide a programme which supports family values and the teaching of the Catholic Church and therefore, hope that no parents will feel it necessary to exercise thus right
- To provide support and guidance to tutors/teachers in implementing the Sex Education Programme.

Legislation about Sex and Relationships Education

The College is obliged, by Law, to have a policy statement about Sex and Relationships Education which is the responsibility of the governing body. Such a statement in a Catholic school is made within the framework of Catholic teachings and the Diocesan guidelines on Sex and Relationships Education (2) and in light of the 1986 Education Act, 1988 Education Reform Act and the 1993 Education Act (section 2) and updated in 2020.

Definition of Sex and Relationships Education

Sex and Relationships Education is the generic term which includes a number of moral, social, emotional, spiritual and health related issues. It is embedded in a context of our Christian belief that we are created in 'the image and likeness God' and we are brothers and sisters of Christ. This is the driving force which demands mutual respect, care for others and high personal self-esteem.

The Role and Rights of the Parent/Carer

All students at St Thomas More Language College should receive a programme of Sex and Relationships Education. The involvement of parents in matters pertaining to the school's Sex and Relationships Education programme has taken place and we look to expand this area of good practice. The College wishes to encourage the parents/carers to speak with their children about what they are studying and debating in the College and would welcome constructive feedback from parents.

A parent may request their child to be withdrawn from lessons pertaining to Sex Education. This is a complex matter because of the cross curricular nature of the Sex and Relationships Education programme. Requests should be made in writing to the Headteacher, who will arrange a meeting to discuss the appropriate action with all concerned parties.

The Role of the Tutor

The teaching of Sex and Relationships Education will inevitably involve covering various complex issues outlined below. These are the parameters we are all expected to work within as teachers in a Catholic College.

Teachers and tutors should not give contraceptive advice to a student pertaining to the individual's personal situation. Teachers and tutors should, in these cases, refer the child to an appropriate professional. Teachers and tutors are able to discuss the issues that surround the use of contraception with individual students. A service or organisation which does not support the teaching of the Catholic Church on sexual morality will not be actively promoted or advertised within St Thomas More Language College.

If, as a tutor, you do not feel comfortable with questions that arise out of the issues pertaining to Sex and Relationships Education, then you should seek help from your Pastoral and Academic Leader or the College Chaplain and do not feel obliged to answer difficult questions immediately.

Delivery of Sex and Relationships Education

Sex and Relationships Education is delivered in a cross-curricular and spiral manner. The pivotal and crucial aspect of Sex and Relationships Education in St Thomas More Language College is that it is driven primarily by the Religious Education syllabus. This sets the important context within which all other coverage of the topic takes place seeing relationships as a way by which individuals, couples, families and communities express their relationship with God.

Such work is complemented by the Science National Curriculum and by the school's PSHCEE programme and, where appropriate, in the teaching and learning of other curriculum subjects.

Generally Sex and Relationships Education will be delivered by teachers within specific departments, form tutors in PSHCEE lessons and a variety of sensitively selected outside speakers and agencies vetted by the College. Cross-curricular team teaching, gender team teaching, single sex grouping, where appropriate, and plenary sessions with half or whole year groups are encouraged and used.

Teaching of Sensitive Issues

St Thomas More Language College is well aware of the growing need to educate young people in Sex and Relationships Education early in their school career, building on what has been taught in their primary schools. We are also aware of the different stages of development and 'need to know' of individual students.

It is essential therefore that issues such as puberty, menstruation, contraception, intercourse, abortion etc. are taught and learned at an age/stage appropriate to the development of the majority of students whilst offering extra support/teaching to individuals where appropriate (cf. schemes of work for Religious Education, Science, PSHCEE).

Throughout our engagement with our Sex and Relationships curriculum the principles that guide staff will be:

- The dignity of human nature and mutual respect
- Sensitivity to the needs of those around us
- Respect for individual needs and abilities
- appropriateness of language and content
- preparation of resources
- information and factual content
- openness and honesty
- support and enquiry
- balance of opinions and potential controversial issues in light of Catholic teaching

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- dispel myths
- discussion

Confidentiality and Advice

Students will be made aware that some information cannot be treated as confidential and that certain disclosures must be reported to the Child Protection Officer. At the same time students will be offered sensitive and appropriate support. The College will always encourage students to talk with parents/carers first.

Monitoring and Review

The Sex and Relationships Education Programme will be carefully monitored by the Heads of Religious Education, PHSCE and Science through the Colleges established Self Evaluation Cycle.

Monitoring and subsequent changes will be collated by the College Chaplain overseeing the curriculum *and will be presented to the Ethos and Pastoral Committee of the College's Governing Body for discussion and ratification.*

Spiritual and Moral Development throughout the Curriculum

Spiritual and moral development is planned throughout the curriculum in all subject areas and is a focus of everything we do at St. Thomas More Language College. In this way, all subject areas contribute to helping students in being able to make moral decisions that impact on their life.

Parental consultation

As part of our ongoing review of our SRE content and to ensure our SRE Policy is in line with changes in the Statutory Guidance that comes into play from September 2020 we engaged in a parental consultation via google questionnaires. We have also presented and responded to parent feedback as part of the annual RSHE evenings.

Appendix: ONE

Cross-curricula mapping of the Sex & Relationships Education Programme at St Thomas More Language College in Religious Education, PHSCE and Science

To enable students to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively	All aspects of the curriculum
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At Key Stage 3 the following objectives should be achieved → Year 7	
Knowledge & Understanding	Where it is taught in St Thomas More Language College
1. To have knowledge of the physical and emotional changes involved in puberty, the menstrual cycle, ovulation, fertilisation, pregnancy and birth.	Science PHSCEE
2. To have knowledge and understanding of physical, hormonal, emotional and intellectual changes.	Science (Yr 7)
3. To have self-knowledge in terms of one's uniqueness, ability, feelings, about and need for self respect.	Religious Education (yrs 7,8,9) Physical Education – <i>Self Assessment, Individual challenges / tasks</i> PHSCEE
4. To have knowledge and understanding of basic issues of health care concerning daily and weekly hygiene.	Physical Education – <i>discussion on Hygiene, changing room etiquette</i> PHSCEE
5. To have knowledge and understanding of roles and relationships within the family and outside the family.	Religious Education (yr 9) PHSCEE
6. To examine the importance of friendships and relationships in terms of promises and agreements.	Religious Education (yr 8) Physical Education – <i>team work & cooperation</i> PHSCEE
7. To have a deeper understanding of love in the Christian tradition and the way in which it binds families and society together (<i>incl. Community Cohesion yr 10</i>).	Religious Education (Yrs 9, 10)

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At Key Stage 3 the following objectives should be achieved → Year 8	
Knowledge & Understanding	Where it is taught in St Thomas More Language College
1. To explore the issues surrounding decision making, moral values, choices and their consequences, freedom, responsibility and the importance of conscience.	Religious Education (Yrs 9, 8) <i>Physical Education – decision making in sport in relation to self and benefit of the team</i>
2. To reflect on their self-image and that of others so as to respect them as made in the image and likeness of God.	Religious Education (yrs7, 8) <i>Physical Education – self assessment</i> PHSCEE
3. To consider the people and things, which influence who and what, we are.	Religious Education (yr 7) <i>Physical Education – influence on our peers & team mates and on younger students / role models.</i>
4. To examine the importance of friendships and relationships in terms of promises and agreements.	Religious Education Physical Education – rules, regulation & scoring systems PHSCEE
5. To consider the basic rules we live by and love as the ultimate rule or guide of life in terms of caring, service and self-giving,	Religious Education (yrs 8, 9 10)
6. To examine the physical, emotional and social changes associated with puberty and adolescence. Develop a respect for our own bodies and those of others.	Religious Education <i>Science (Yr 7)</i>
7. To discuss the Sacrament of Confirmation within the context of issues such as maturity, growth, independence and responsibility.	Religious Education (yr 9)
8. To consider the family in terms of roles and relationships.	Religious Education. (yr 10)
9. Develop a knowledge and understanding of health issues and sexually transmitted diseases including HIV/AIDS	<i>Science</i>

At Key Stage 3 the following objectives should be achieved → Year 9	
Knowledge & Understanding	Where it is taught in St Thomas More Language College
1. To explore a deeper level, self-knowledge. Develop and understanding of others by analysing experiences, reflecting on qualities and considering the kinds of judgements made about others and self.	Religious Education (yrs 7, 9 11) Physical Education – self assessment, SPORTS LEADERS Course, Developing as a leader PHSCEE

2. To have a deeper understanding of the kinds of conflict within ourselves and between us and others so that the values of reconciliation can be appreciated.	Religious Education (<i>yrs 7, 9 11</i>) Physical Education – team work & cooperation SPORTS LEADERS
3. To examine in more depth the issue of sexual abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children's Act.	PHSCEE
4. To explore the issues around gender discrimination and prejudice.	Religious Education (<i>yr 10</i>) Physical Education – discussion on sex / roles in Sport PHSCEE
5. To consider in more detail both friendship and other kinds of relationships within the peer group.	Religious Education (<i>yr 10</i>) Physical Education – teamwork & cooperation, SPORTS LEADERS
6. To develop an appreciation of sexuality as a gift of God.	Religious Education
7. To consider the variety of sexual attitudes in society and to use Christian values as a critique of these attitudes.	Religious Education (<i>yr 10</i>)
8. To consider the issues around responsible sexual behaviour.	Religious Education (<i>yr 10</i>) PHSCEE
9. To further consider health and other related issues around sexually transmitted diseases and HIV/AIDS.	PHSCEE
10. Develop attitudes of sensitivity towards Aids sufferers to combat prejudice and discrimination.	PHSCEE
11. To deepen the awareness of family life, the development of the baby and the growth of the young child.	Religious Education (<i>yr 10, 11</i>)

At Key Stage 4 the following objectives should be achieved → Years 10 & 11	
Knowledge & Understanding	Where it is taught in St Thomas More Language College
1. Understanding the Sacrament of Marriage as a covenant and sign to the world. Appreciate the factors that contribute towards making a marriage successful.	Religious Education (<i>yr 9</i>) PHSCE
2. Knowledge and understanding of the issue of abortion, the arguments for and against, and to be able to express an opinion.	Religious Education

3. To know and understand the teaching of the Church on procreation <i>and birth control (incl. scientific technologies)</i> .	Religious Education <i>Science Yr 11</i> <i>PHSCEE</i>
4. To understand what is meant by responsible parenthood.	Religious Education <i>PHSCEE</i>
5. To understand what is involved in relationships leading to marriage and to begin to have some understanding that family life can lead to happy and fulfilling relationships.	Religious Education <i>PHSCEE</i>
6. To know in detail how sexual diseases are spread including HIV/AIDS.	<i>PHSCEE</i> <i>Science year 10</i>
7. To understand the difference between an annulment and a divorce.	Religious Education
8. To develop further a positive attitude to one's own sexuality in order to make positive decisions and choices in this matter.	Religious Education <i>PHSCEE</i>
9. To understand the importance of the choices made and their effect on others (<i>includes ethics – bioethics</i>).	Religious Education Physical Education – teamwork & cooperation, being role models for younger students <i>Science</i>
10. To accept responsibility for one's own actions and to be able to justify personal choices and decisions.	Religious Education Physical Education – decisions affecting the team, self and the game / match <i>Science</i>
11. To deepen the awareness of family life, the development of the baby and the growth of the young child.	Religious Education

Appendix: TWO

Science teaches the following:

about the science relating to blood, organ and stem cell donation. (year 9)

how to maintain healthy eating and the links between a poor diet and health risks,(year 8+10)

the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. (year 8+10)

the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. (year 10)

germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (year10)

Science could teach/contribute the following:

Schools should address the physical and emotional damage caused by female genital mutilation (FGM). Currently in year 11 but could be taught yr7?

Menopause (Year 11)

tooth decay (year8)

- (late secondary) the benefits of regular self-examination and screening-(year 11)

PSHCEE

Contributes explicitly via the schools own PSHCEE programme:

Year 7:

Being safe in public (personal safety)

Road safety

MIND – mental health awareness presentation

Mindfulness techniques

Personal Hygiene

Drug awareness

Cyberbullying

Year 8:

Roles in a group or community

Women's rights – Equality

Healthy eating (balanced diet)

CEOP – Online safety

Relationships – friendship, confidence, negotiation skills

Self-esteem and confidence

Human Rights

Healthy relationships – values

Year 9:

Positive Image

Diversity

What is discrimination?

Equality

British values – Introduction to parliament

PWITS (possession with intent to supply) – drugs

Personal and social skills

Pressures on young people

Making sense of relationships – cyberbullying and online grooming

Becoming an adult - tensions between parents and teenagers

Year 10:

Coping with pressure – stress

Be aspirational

Deep It – knife crime

Overcoming self-doubt

Body Image

Human Rights

Exploited! – Child sexual exploitation and grooming

Managing your emotions and moods

Prevent – Extremism and tolerance

Year 11:

Coping with pressure

MIND – mental health presentation

Prevent – Democracy

Making sense of relationships – Consent

Perseverance and procrastination

Identity and diversity

Mental Health and wellbeing – video series

Digital footprints

Appendix: Three

One-Page Overview - LTTF Secondary

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, & Attitudes	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies
Year 11 Available Sep 2021	Self-worth	Addiction	Eating Disorders	Fertility	Pornography	STIs	Coercive Control	Truth & Lies

Parental Consultation:

June 2021

Person responsible for Policy:

Ethos & Pastoral Committee of the Governing Body

Policy update:

May 2025

Policy to be reviewed:

September 2026