



ST THOMAS BECKET CATHOLIC SCHOOL

Christ's Love is Our Foundation

SEX AND RELATIONSHIPS POLICY 2019-2020

INTRODUCTION

It is the policy of Thomas Becket Catholic School that all pupils receive a comprehensive and structured course of education in physical development, personal relationships and family life, including where appropriate areas of sexual knowledge. In designing this programme, we have carefully considered the ethos of our Catholic School, the Teaching of the Catholic Church and the needs of our pupils, whatever their ability, age or stage of development.

Education in relationship and sexual matters can be viewed as an integral part of the formation of an individual's total personality. It endeavours to play a significant part in fulfilling the pupils' entitlement to spiritual, physical, mental, moral, cultural and environmental development and to set this in a Christian context.

The aim is to help pupils to develop a profound self-respect based on their unique value and dignity as persons. We focus positively on the development of self-esteem and an understanding of the worth and needs of others. In the light of society today we believe it right and proper to alert pupils to the realities of the society we live in and the problems they will face on their journey to adulthood.

At Thomas Becket Catholic School we are not attempting to replace the parents' role in sex and relationships education, indeed sex and relationships education at home and at school should complement and enhance each other. However, school is able to offer some facilities and expertise that may not be available in the family. School can take into account at the same time, variations in terms of family background and differing experiences, ensuring equality of opportunity. The work undertaken in the school setting will only be a reinforcement of the ongoing support of home and will only succeed through the co-operation of parents, staff, pupils and various support agencies on whom we will call for help at times. Parents have the right to withdraw their child from sex and relationships Education lessons.

AIMS AND OBJECTIVES

The aim of this programme is to -

1. Impart necessary factual knowledge
2. Improve problem solving and decision-making skills
3. Provide opportunities to clarify attitudes and values, in the areas of physical development, personal relationships and family life. Through the development of these three areas we seek to provide a basis for responsible, healthy behaviour and reasoned Catholic responses to the pressures of modern society.

Objectives for the course in health education are:

- to maintain the RC teaching that human love is a precious gift that enriches the personality;
- to develop a Christian conscience;
- to increase self-discipline and develop self control;
- to challenge the pupils to become more morally aware;
- to develop self-confidence and self-esteem, so that they recognise their own self-worth;
- to understand the importance of family life and friendship;
- to promote proper expression of friendship;

- to develop coping skills to resolve conflict in relationships;
- to prepare pupils for marriage;
- to help pupils to develop a mature attitude to sexual issues and to be at ease with their own sexuality and the physical and emotional changes of adolescence;
- to promote a responsible attitude towards sexual behaviour;
- to promote knowledge and understanding, as well as the development of attitudes and skills about a range of matters associated with sex and sexuality;
- to help pupils to respond to the challenge of the world they live in, in the light of Christian teaching.

Sex and Relationships Education:

Maintained secondary schools have to provide sex and relationships education. This, as set out in the National Curriculum, extends to HIV, Aids and other sexually transmitted diseases, and human growth as well as reproduction. All Governing Bodies/Academy Committees must have a written policy on what sex and relationships education will consist of and how it is taught, which must be made available to parents and which encourages all pupils to consider morals and the value of family life. Parents have the right to withdraw their children from all or part of any sex and relationships education but not from those aspects within the National Curriculum. Since July 2000 there has been a statutory responsibility on head teachers and Governing Bodies/Academy Committees to ensure that young people are taught the importance of marriage, and that they are protected from inappropriate teaching materials.

DELIVERY OF THE PROGRAMME

Current programme for Delivery of Sex/Health Education at Thomas Becket Catholic School.

YEAR	SCIENCE	DURATION
7	Reproduction – Pregnancy, birth, puberty, the menstrual cycle, Fertilisation & fertility treatments, healthy foetus	3 weeks
8	Immunity and vaccinations.	
9	Genes, inheritance, genetic disorders, hormones, infection	2 weeks
10	Inheritance Genetic engineering – Stem Cell research (abortion) Cloning	1 week 1 week 1 week
11	Sexual Reproduction, contraception, fertility treatments, meiosis	2 weeks
12	Sexual reproduction, meiosis, gametogenous, Fertilisation, embryo development, stem cells and ethics using them, genetic diseases	
13	HIV	

YEAR	RELIGIOUS EDUCATION	DURATION
7	Relationships, personal identity and family explored through the topic What does it mean to belong? Rites of passages, growing up and entering adulthood are explore through Catholic Identity and also the Hinduism unit.	2 weeks
8	Dignity of the human body are explored through Creation Imago Dei and what it means to love yourself and others as creation of God.	
9	Relationships, human dignity, sanctity of life are explore though the topic Is all life of value? Discussing issue of sex before marriage, abortion and euthanasia.	Approximately
9-GCSE	Marriage and family life are explored through the units; Theme A Religion, Relationships and Family . Also considered when studying Jewish family life and rite of passage in the unit Jewish Beliefs . Family, gender and sexuality are also studied in Theme B Religion, Human Rights and Social Justice	
10 GCSE		
11 GCSE		6-7 weeks 6 -7weeks

YEAR	GEOGRAPHY	DURATION
7	Topic: Africa Understanding population/making comparison between countries. Links to family planning and contraception.	1 Lesson

8	<p>Topic: Asia Government birth control policies (India vs China) – One Child Policy and forced sterilisation</p> <p>Topic: Urbanisation Reasons for natural increase/changes in relationships.</p> <p>Topic: Climate Change Resolving conflicts when people have different opinions</p>	<p>1-2 Lessons</p> <p>1 Lesson</p> <p>2 Lessons</p>
9	<p>Topic: Urban Challenges Development of a Country - focusing on: Birth Rates, Infant Mortality, the use of contraception, family planning. Discussions on fertility rates and the link between rich and poor countries and how to change these figures for a country to develop.</p> <p>Topic: Natural Hazards How do people respond to natural hazards? The impact on relationships and the spread of disease. E.g. Typhoon Haiyan, Chile and Nepal earthquakes</p> <p>Topic: Urban Challenges Causes and consequences of uneven development (impacts of wealth on health). Impact of Aid in low income countries.</p>	<p>4-5 Lessons</p> <p>3-4 Lessons</p> <p>2-3 Lessons</p>
10	<p>Topic: Urban Challenges Students study Rio in detail. Reference to Christ the Redeemer statue. Social challenges in Rio.</p> <p>Topic: Resources Impact of a lack of resources e.g. Water/Energy How does this impact health and quality of life? How to increase food production sustainably?</p> <p>Topic: Coasts Resolving conflicts when deciding on coastal management strategies. Understanding the views of different stakeholders and how they interact.</p>	<p>4-5 Lessons</p> <p>4-5 Lessons</p> <p>2-3 Lessons</p>
11	<p>Topic: Nigeria Understanding quality of life and relationships in Nigeria. How does aid help improve peoples' health?</p> <p>Topic: Paper 3 Decision Making Often the pre-release material in the paper 3 exam encourages students to understand the social impacts of a given situation.</p>	<p>2-3 Lessons</p> <p>4-5 Lessons</p>

YEAR	PERFORMING ARTS	
7	<p>Mime and Silent Movie Schemes – Developing practical working relationships, understanding body language basics and developing character scenarios. Personal Relationships, Self Confidence, Friendship, Decision Making</p> <p>Vocal – exploring the power of voice over the ambiguity of words – appropriateness of language use in varied situations – assessed through scripted performance and character interpretation. Decision Making, Self Confidence, Personal Relationships</p>	<p>Sept-Dec</p> <p>Jan- April</p> <p>May - Jul</p>

	Scripted performances – working relationships and negotiation to produce a group interpretation of a published script. Script focus “Friends” by Anne Cartwright – students have the opportunity to look at character scenarios, character objectives and are asked to consider character backstory – Technique -What if.....? Decision Making Problem Solving Personal Relationships Self Discipline Morally Aware Self Confidence Importance of Family and Friendship	
8	Trestle Theatre – enhanced use of body language. Character tension states and motives. Personal Relationships, Decision Making, Problem Solving, Self Discipline. The Party – focus on child wellbeing issues and neglect. Students work from a stimulus and are guided through a devised project exploring the life of a neglected child. Students asked to consider the impact of the adults surrounding that child and develop a performance. Morally Aware, Problem Solving, Importance of Family and Friendship Script – Our Day Out by Willy Russell – full exploration character situation, motives and behaviour based on social pressures. Decision Making, Problem Solving, Personal Relationships, Self Discipline, Morally Aware	Sept-Dec Jan – April May-Jul
9	Holocaust Memorial Performance “Arbeit Macht Frei” – students created a moving piece of theatre that highlighted the terrors of the Holocaust. Decision Making Problem Solving Personal Relationships Self Discipline Morally Aware Self Confidence Importance of Family and Friendship	Oct -Jan
10 & 11	BTEC Component 3 – Externally set task focused on the theme “Disadvantaged”. In small groups, students explored and developed their own practical responses to this – people trafficking, social outcasts, disability. They explored real life stories and through dramatic strategies developed and devised performances. Decision Making Problem Solving , Personal Relationships Self Discipline Morally Aware Self Confidence Importance of Family and Friendship	Feb-April

YEAR	CHAPLAINCY	
All	It is the Chaplains role to support students who experience difficulties as well as to promote the Catholic ethos of the school through assemblies, masses, retreats, and educational visits	

YEAR	PSHE	
7	Introduction to my health Being active Body health Online dangers and risk	4 Lessons
8	Staying safe online Social Media Cyberbullying Fitness	7 Lessons
9	Wellbeing drop down day Sexting and online chatting	1 Day 4 Lessons

	Personal growth	
10	Introduction to nutrition Healthy Eating	4 Lessons
11	Being mindful Power to perform	3 Lessons
12	Working with others Personal growth	3 Lessons
13	Resilience and flexibility	3 Lessons