



# Focus group meeting January 22<sup>nd</sup> 2020

## Relationships and sex education (RSE)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<http://www.casportsmouth.org.uk/resources/>

# Objectives

*We want to:*

- Explain the changes to requirements for RSE coming in from September 2020
- Explain our Catholic context
- Explain how we currently teach RSE, and get your views on how well this curriculum works
- Get your views on what you think our RSE curriculum should cover and our new RSE Policy
- Explain how we'll develop our updated curriculum



# What are the new RSE requirements?

- We **must** provide the following to all pupils:
  - Relationships and sex education
  - Health education

# The *DfE* context

➤ Clause 19 of the DfE Guidance states:

“A good understanding of pupils’ faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.”

➤ Parents and carers are the primary educators and protectors of their children. Parents/carers must always be kept fully informed about all aspects of RE/RSE so that they can be assisted to discuss with their children at home about what they are learning.

# Government Announcement on Relationships and Sex Education - the Catholic Education Service response

Paul Barber, Director of the Catholic Education Service commented:

“We welcome this commitment by the Government to improve Relationships and Sex Education in all schools.

Catholic education is centred on the formation of the whole child and age appropriate RSE is an essential part of this. It is essential for creating well rounded young people, for equipping students to make good life choices, and for keeping our children safe.

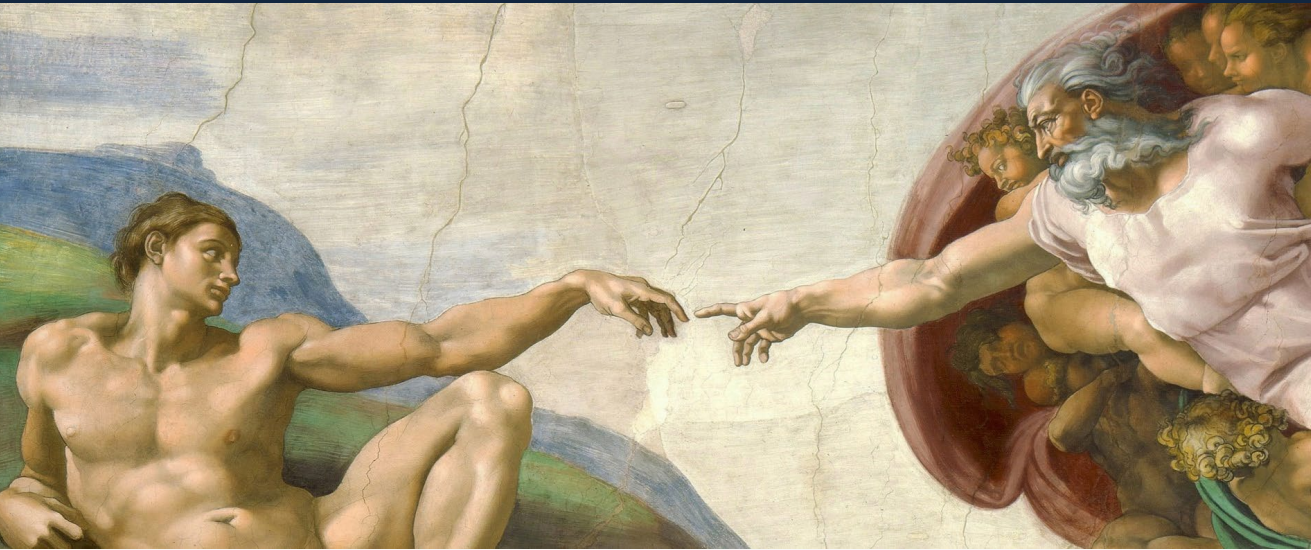
As such, the Catholic schools’ sector is the only one in the country to have a comprehensive and holistic RSE curriculum for ages 3-19. The proposals announced by the Government are compatible with the Catholic model curriculum.

In fact, the Government’s own statutory guidance recognises the Catholic RSE curriculum as an excellent example for schools to use and is one of the few external organisations the guidance referenced as best practice examples.

The Catholic Church teaches that parents are the prime educators of their children and we are pleased to see the Government sharing this fundamental principle.”



# Our Catholic context....



- RE/RSE is relationship and sexuality formation. The 'relationship' ought to be first and foremost about how we understand ourselves in relation to God and that this in turn, is enriched and embellished by our appreciation of human sexuality as a gift with which to return God's love for us in the way we love and respect others.



# Our Catholic context...

- Catholic RSE recognises human beings as – created, fallen and gloriously redeemed – and also recognises the role of sexuality in our well-being and happiness.
- Our Bishop acknowledges the difficulties today both in transmitting the Church's teaching and living up to it. He recognises the challenges that everyone in our school and parish communities faces in living up to these Christian ideals and the genuine pastoral sensitivity that should always be shown to those who fall short or view these matters differently.

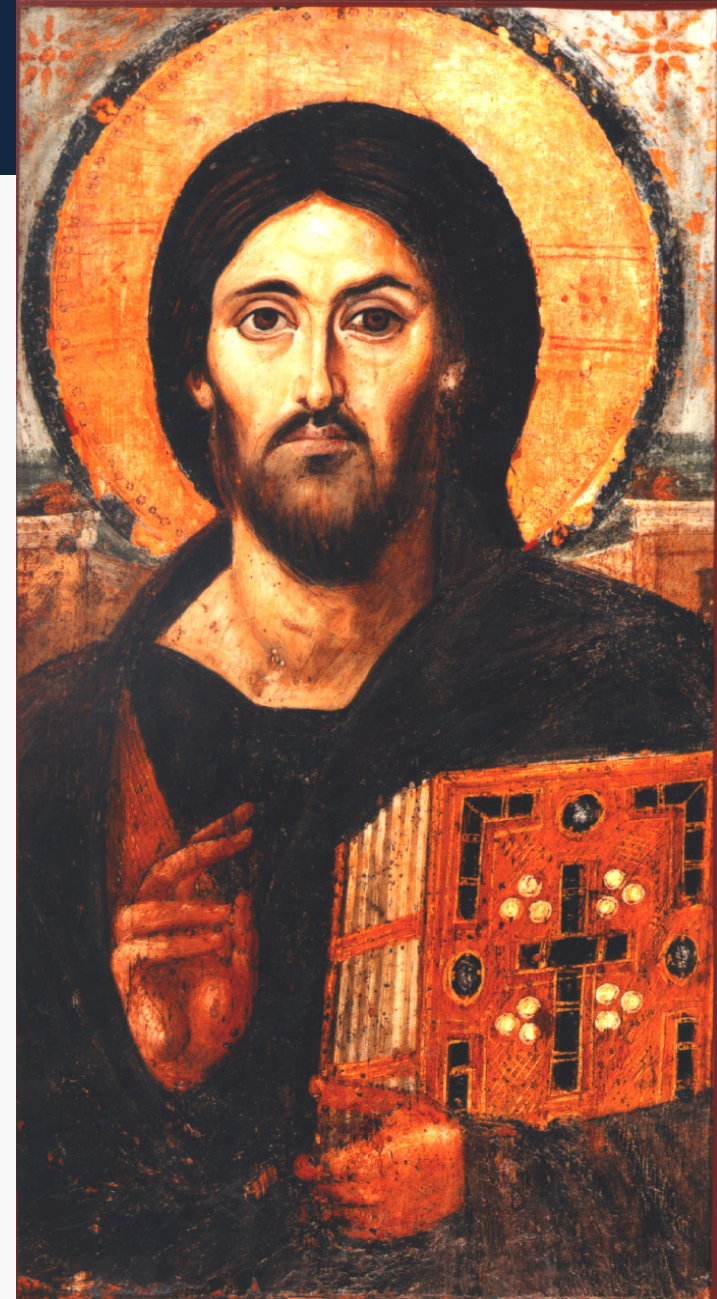
*“Yet we must also recognise with thanksgiving that through his Church, God has given us the manifold means of his grace, with the help needed to grow in human maturity and to aspire in practice to what Christians profess.” (Bishop Philip Egan)*



# Our Catholic Christian context

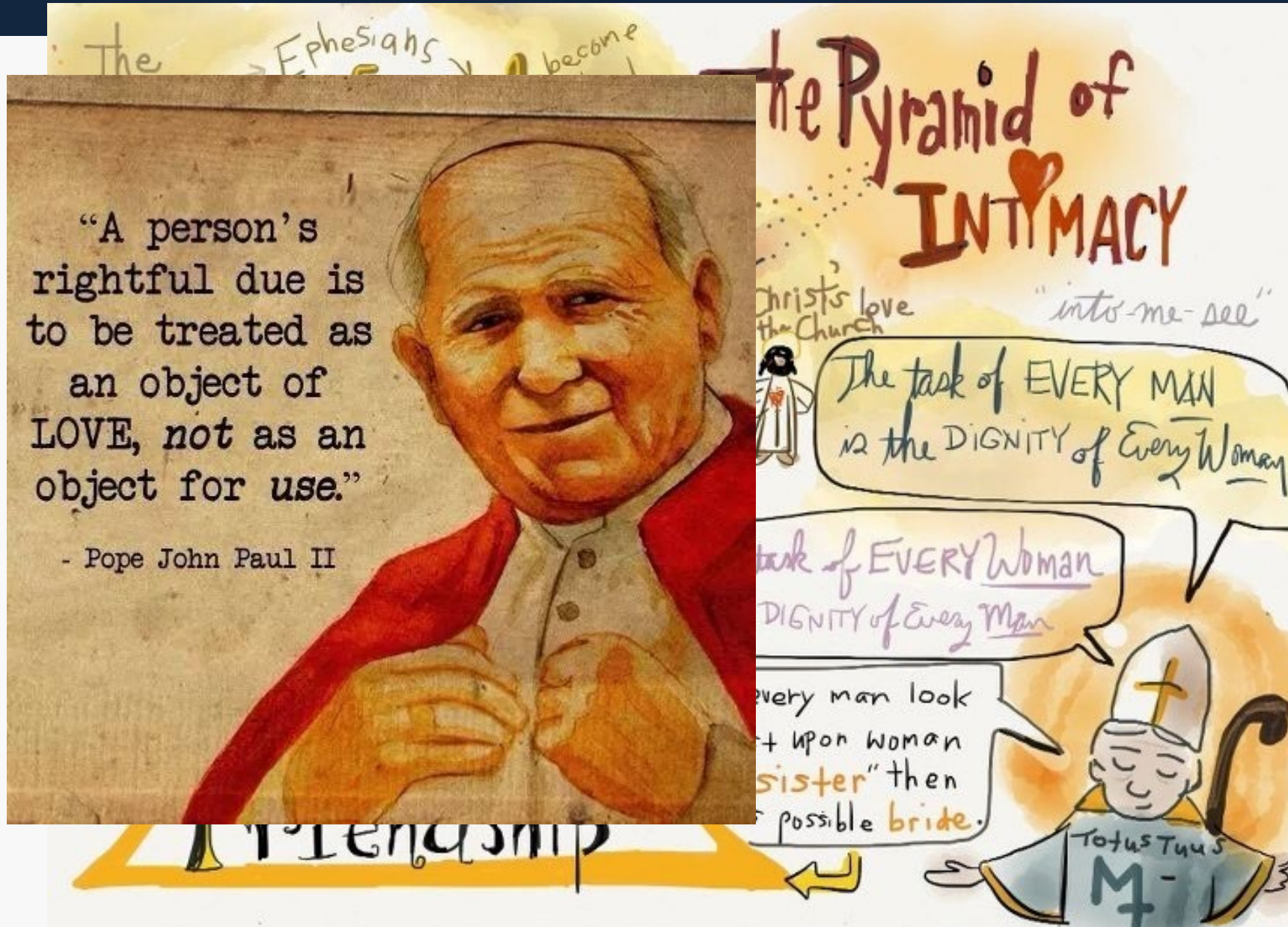
- Many of our children have a different lived experience at home from what is put forward by the Catholic Church; care and sensitivity will be needed in presenting RE/RSE teaching.

“Yet know that the mandate from the Lord, over and above any obligation in civil law, is always to propose the Gospel never to impose it. We must teach and preach the truth in love about the human person and bodily integrity however challenging it may be.” *(Bishop Philip Egan)*





# We also have St John Paul II's Theology of the Body



We are Body-Soul

*"The trouble with pornography is not that it shows too much but that it shows too little."*

(St Pope John Paul II)

# Our Challenge then in RSE at Oaklands Catholic School



# Our Catholic Christian context

## Coping with alternative viewpoints

### The DfeE says

If you're a faith school, you may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

### So....

Alternative views about sex outside of marriage, about contraception, homosexual acts and same sex marriage, IVF and so on should not be presented as neutral or value-free information, but always in relation to the Church's teaching on marriage and loving relationships ....and always taught with love, mercy and compassion.





# This is our current curriculum for RSE: which is delivered through RE, PDC and Science lessons

- An audit of all the elements of the RSE curriculum along with PSHE and Citizenship was undertaken in the summer term 2019. We then mapped what needed to be added this academic year and will continue with this to full compliance next academic year. We have RAG rated this to show where we need to add to what we are teaching.
- Our existing policy will be reviewed and go out to consultation to parents and Governors will have the final approval. It is based on the CES model policy
- <https://www.oaklandscatholicschool.org/wp-content/uploads/2019/09/Education-in-Personal-Relationships.pdf>



# What currently happens at Oaklands

Our RSE curriculum is developed by considering:

- Our school's vision, values and mission
  - The age and maturity of the pupils
  - Pupils' physical, mental and emotional development
  - The make-up of our school community
  - Previous patterns of behaviour incidents and safeguarding concerns
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- Our RSE curriculum is primarily delivered through RE, PDC and Science supported by other subjects where appropriate (curriculum audit)
  - Students in Years 7-10 have 1 hour per fortnight PDC and a % of their RE lessons dedicated to delivery of RSE. Next year, Year 11 will also have one hour a fortnight PDC lesson too. There is a programme for RSE in 6<sup>th</sup> Form

# This is what we need to teach or **add further** to our current programme: Part 1 Families

- That there are **different types of committed, stable relationships**
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- How to determine whether other children, adults or sources of information are trustworthy
- How to judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)
- How to seek help or advice, including reporting concerns about others if needed

# This is what we need to teach/ **add further** to our current programme: **Part 2 Respectful relationships**, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalize non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs

# This is what we need to teach/ **add further** to our current programme:

## Part 2 **Respectful relationships**, including friendships

- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- **The legal rights and responsibilities regarding equality** (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



# This is what we need to teach/ **add further** to our current programme: Part 3 **Online and media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- ~~How information and data is generated, collected, shared and used online~~

# This is what we need to teach/ **add further** to our current programme: Part 4 **Staying safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, **forced marriage, honour-based violence and female genital mutilation**, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

# This is what we need to teach/ **add further** to our current programme:

## Part 4 Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including **fertility and the potential impact of lifestyle on fertility for men and women**
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available

# This is what we need to teach/ **add further** to our current programme:

## Part 4 Intimate and sexual relationships, including sexual health

- The facts around pregnancy, including **miscarriage**
  - That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
  - How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
  - About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
  - **How the use of alcohol and drugs can lead to risky sexual behaviour**
  - How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment
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# Changes to the right to withdraw

- Parents will have the right to withdraw their child from part or all of the sex education delivered as part of RSE unless the school feel there are 'exceptional circumstances'.
- When the new requirements come into place, parents can do this until 3 terms before their child turns 16. After that, it'll be the child's decision.
- Currently, the SRE guidance doesn't set any age limit for withdrawing a child from sex education.
- If a pupil is withdrawn, it will be the school's responsibility to ensure they receive appropriate, purposeful education during the withdrawal period.
- Parents can't withdraw their child from the relationships education in RSE or health education.

# What does our curriculum look like now?

- What are your thoughts on our current curriculum for RSE and personal, social, health and economic (PSHE) education? Do you think this curriculum meets your child's needs?
- What do we do well? What could we do better?
- Is there anything we're not covering that you think we need to address?
- Is there something we could cover more/less?
- What do you think about the way we currently deliver RSE to pupils?
- As a parent, do you feel like you need more information or guidance on specific topics?



# Catholic teachings are often counter-cultural

## *The way to true happiness...*

In a Catholic school, our teaching should reflect the Church's teaching, since we believe that this is the sure way to lasting human happiness and fulfilment. We need to show our children and our young people that the teachings of the Church are not about restricting fun or pleasure but about helping people to find true happiness through love and responsibility.

“We need to enlighten them about Christian values and to explain and promote positively our teachings in everything we do, enabling them to reject damaging cultural trends or peer pressures. We do recognise that Christian love and family life require effort and self-sacrifice. We should not keep youngsters ignorant, but we must also give them an opportunity to explore and to understand the teachings of the Church, their meaning, wisdom and beauty.”



# What happens next?

We're also getting feedback from:

- Staff
- Pupils
- Governors

Once we've considered all the feedback, we'll draft an updated RSE policy, which will set out our proposed curriculum.

We will email this out to all parents for feedback.

There will be a formal consultation period before the updated policy is approved.



# Parent feedback

## Parent feedback: RSE consultation evening 22 January 2020

*Thank you to the parents who attended and gave us feedback*

### Parents were:

Positive about the breadth of the curriculum.

Positive about the fact it is changing to meet the needs of our children

Supportive of the way in which Oaklands delivers RSE through RE, PDC, Science, supported by The Oaklands Way and other subjects

Supportive of the spiral nature of the curriculum which means topics are covered in an age and stage appropriate way from Year 7-13.

### Parents would like:

Further information and guidance (resources) for parents so they can support with conversations at home, particularly around the specific teachings of the Catholic Church.

To see the full curriculum appendix in the draft policy so that they know what is being taught and when, to support with conversations at home

To see this curriculum being delivered in a positive way so that our children understand how they can engage in loving and healthy relationships in all spheres of their lives