



Loreto High School Chorlton

Loreto High School Relationships, Sex & Health Education Policy

Mission Statement

Loreto educational communities in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the foundress of the Institute of the Blessed Virgin Mary.

We are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century.

Within our schools and college, the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to, and shaped by, our students, parents, staff and governors.

We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds.

We encourage our students to become women and men who use their gifts and talents to make a difference both globally and locally; men and women of courage, who will challenge accepted notions and modes of society when they are at odds with the values for which we stand.

We will strive rigorously for the achievement of both personal and academic excellence within learning communities that:

- ♦ Introduce students to a reflective way of thinking and living and encourage seekers of **truth** who will search critically for answers to the great questions of life.
- ♦ Encourage doers of **justice** who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world.
- ♦ Allow all the **freedom** to become their best selves and to take charge of their own lives and futures within environments that celebrate diversity and nurture independence of spirit.
- ♦ Develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and **sincerity**.
- ♦ Are **joyful** places where students enjoy their learning and flourish in a safe and healthy environment where the value of each individual is celebrated.

1. School Context

Loreto High School is a smaller-than-average-sized Roman Catholic secondary school and is affiliated to the Loreto International Family of Schools under the trusteeship of the Diocese of Salford serving a very diverse community, ranging from Chorlton-cum-Hardy, to Hulme and Moss Side; the latter districts having high levels of poverty and deprivation. Approximately two-thirds of our students are Catholic and come from six Catholic partner primary schools. We also have children from other Christian denominations and other faiths such as Islam, Sikhism, Hinduism and of no faith. A high proportion of the staff are Catholic and six of the seven Senior Leaders are practising Catholics.

2. Implementation and Review of RSHE Policy

Implementation of the policy will take place after consultation with the Governors in the spring term. This policy will be reviewed every 2 years by the Headteacher, Head of Religious Education, the



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Governing Body and relevant Staff.

3. Dissemination

The draft policy will be given to all members of the Governing Body, and all relevant teaching and non-teaching members of staff. The Policy document is published on the website and paper copies of the document will be available to all from the School Office.

4. Definition of Relationships and Sex Education

The DFE guidance defines RSHE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and 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 the development of the pupil’s knowledge and understanding of themselves as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

5. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

6. Ethos and Values

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (John.10.10)

The Relationships and Sex Education Policy is underpinned by the following Church teachings:

- The dignity and worth of each person made in the image of God
- The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school.
- As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity.
- Marriage is the most appropriate relationship for the use of the gift of sexuality
- All pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.
- The family is the first school of life and Relationships and Sex Education teachers are called to reinforce and witness the authenticity of Church teachings.
- All the faithful are called to lead a chaste life.
- The formation of the whole child is of utmost importance.
- RSHE will be firmly embedded in the RE curriculum and PSHE framework as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

7. Aims and Objectives



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- To be guided by the core Loreto values and teachings of Mary Ward to allow all members of the community feel secure and valued in an atmosphere of courtesy and respect
- To educate students that they are of intrinsic and absolute value as they are created by God and in the image of God
- To maintain the Church's teaching that human love is a gift from God
- To appreciate the values of marriage, stable and loving family life, considering the principles of parenthood and the nurture of children
- To promote the importance of mutual respect and a responsible attitude towards sexual behaviour
- To increase self-discipline and develop self-esteem so that students recognise their own self worth
- To educate students about the importance of friendship and loving, stable relationships free from exploitation, abuse and bullying
- To support students to build resilience and resist unwanted pressures, recognise the influence and impact of the media, internet and peer groups and so develop the ability to assess pressures thereby minimising the risk to health and personal integrity
- To educate students in how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice
- To help students respond to the challenges of the world they live in, in the light of Christian teaching
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.

8. Guiding Principles

- Personal Relationships, Sex Education and PHSE must be age-appropriate, positive, prudent, clear and delicate.
- Objectively, the content of Relationships and Sex Education and PSHE classes must never offend against modesty. The trivialisation of sex and sexuality should be avoided and a respectful climate within the classroom and school maintained.
- There should be an appreciation of the values of a stable and loving family life, considering the principles of parenthood and the nurture of children.
- Clear and factual information about the processes of biological development and the functions of the human body should always be taught to the students.
- Students should have clear guidance regarding the implications of emotional development
- Students should be given the opportunity to reflect upon the importance of self-restraint, dignity, self-respect and respect for other, sensitivity, loyalty, fidelity, love and care.
- Students will be guided to develop a sense of responsibility and an understanding that both sexes must behave responsibly.
- There will be opportunities for students to recognise the physical, emotional and moral implications of certain types of behaviour and to assess the risk involved in such behaviour.

9. Teaching

In Loreto High School the delivery and content of RSHE is carefully planned by the Head of Religious Education and the content is delivered only by members of the RE department staff. The lessons are



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guided by Pope John Paul II's Theology of the Body lectures and have been planned in conjunction with Loreto Grammar School Altrincham and the SCES Called to Love scheme of work.

10. Monitoring, Assessing and Reviewing

To ensure the curriculum content and teaching is effective the delivery is assessed and evaluated in the classroom. Pupil evaluation of RSHE is carried out via surveys, discussions, assessment. RSHE is monitored on an annual basis by the Head of Religious Education in the school to ensure that the content is relevant for the pupils in both key stages 3 and 4.

11. Implementation

a) Dealing with difficult questions

At Loreto High School we:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher does not know the answer, this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Safeguarding and Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, Pastoral Leader.

b) Dealing with difficult topics

At Loreto High School we use the resources and cover the content as described in the lesson plans as outlined in the appendix. We are aware other topics may arise will respond by using the 'dealing with questions' guidelines above. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

c) Working with Parents

The school will through the delivery of Relationships and Sex Education encourage pupils to consider morals, the importance of marriage and the value of family life. At Loreto High School we work very closely with the school community. The school publishes the curriculum on the website alongside the RSHE policy which is freely available to parents. Parents have the right to withdraw their children from the non-statutory elements of Relationships and Sex Education covered as part of the Religious Education curriculum. In the situation where children are withdrawn from RSHE lessons, the school will find alternative provision for those children.



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12. Relationship with other policies

a) PSHE

Relationships and Sex Education is in line with the school's PSHE Policy.

b) Anti-bullying Policy

The RSHE Policy is linked to the school's broader policy on anti-bullying. An effective RSHE programme will include raising awareness about lesbian, gay, bisexual and transgender sexuality and our anti-bullying policy includes strategies to tackle homophobic bullying in school.

c) Child Protection

If any disclosure occurs during a RSHE lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding and Child Protection.

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

13. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

Signed by:

Headteacher:

Date:

Chair of Governors:

Date: