

RELATIONSHIP & SEX EDUCATION (RSE) POLICY

Prior Park Gibraltar

Policy Owner Assistant Head, Welfare	Applies to Prior Park Gibraltar (PPSG)	Superseded documents NA
Associated documents PSHCE Policy Equal Opportunity Policy Curriculum Policy Safeguarding Policy SEND Policy EAL Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 25 May 2022	Legal Framework Equality Act 2010 KCSIE 2021 Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 Sexual Violence and Sexual Harassment between children in schools and colleges 2021

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Assistant Head Welfare (Ms Danni Perry) and Head (Mr Peter Watts)
Date last reviewed:	April 2022
Approved by Trustees:	PPSG Local Board
Date last approved:	25 May 2022
Date for next approval:	May 2023

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

2. Policy Aims

This policy is intended to give clarity about our expectations and to promote the welfare of all Students and to protect them from discrimination and harassment as per the protected characterises as listed in section 4 of the Equality Act 2010:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and Maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual Orientation

We aim to promote tolerance and acceptance of the diversity essential to a successful community. We aim to promote attitudes that will allow people to function well in the school and in the wider community. This is supported by work in Houses, in Tutor groups, through taught PSCE and through school and sectional assemblies, all seeking to foster positive and thoughtful behaviour.

This policy is written in consultation with Staff, Trustees, Students, and their Parents/Guardians.

This policy is written with due regard to the Equality Act 2010, KCSIE, SEND Code of Practice: 0-25 years and the DfE's advice and guidance on schools: Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2021.

3. Relationship and Sex Education

It is vital that at Prior Park Gibraltar we prepare all our students for life in the modern world. Our school, along with our parents and guardians, has a critical role to play in helping to shape rounded, resilient young people that can face the challenges of the modern world with confidence, whilst ensuring they have an appreciation of Catholic moral and spiritual teachings to complement their studies and their own spiritual journeys. The approach seeks to ensure that all our young people can discuss some of life's most sensitive issues, understand the importance of their own health and others, whilst building resilience and other vital life skills. As a school we invest in the Ten:Ten 'Life to The Full' curriculum, an award winning Catholic RSE programme.

Key Christian values that underpin our RSE curriculum include the following:

- A strong belief that all are made by God and in the image of God.
- A desire to recognise the worth and inherent dignity of all human beings.
- A deep-seated respect for self and others as the foundation upon which all relationships are built.

4. Intention

Good PSHCE education which delivers age-appropriate Relationship and Sex education (RSE) will provide our young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions, and thrive as individuals and members of society.

We hope to empower them spiritually and emotionally to consider the impact that such actions will have on their future lives. Good RSE never seeks to promote promiscuity or sexual behaviour but seeks to promote respect, love and understanding as well as challenge misconceptions.

The main outcomes of the programme are:

- To address the needs and concerns of students in sexuality so that they might grow spiritually and morally and recognise that they are loved by God.
- To facilitate in the students the development of self-love and self-worth as creatures made in the image and likeness of God.
- To develop an understanding of the emotional, moral, spiritual, social, and personal aspects of human sexuality.
- To enable students to consider critically the values of the modern world about human sexuality.
- To impart full knowledge and understanding of the details of puberty and human procreation in their physical as well as emotional, spiritual, and moral aspects: to be aware of their attitudes and values and have a sense of responsibility for themselves and others.
- To consider issues associated with sexuality such as contraception and abortion; to enable students to understand the Church's teaching in this area and to be able to articulate and critically evaluate their own views in the light of such teaching.
- To give knowledge of all sexually transmitted diseases including HIV/AIDS.
- To enable students to discern and make choices in the light of the teaching of the Church.
- To enable students to understand Marriage as a sign of God's covenant relationship with us.
- To bring about a deeper appreciation of the importance and values of the family life, while appreciating the varied forms the family can take in the modern world.
- To be aware of the joys, problems, and difficulties in marriage, such as adultery and divorce.
- To consider sexuality and gender.

5. Content

Our RSE programme at Prior Park Gibraltar is holistic and is taught not only in PSHCE lessons, but in Biology, Religious Studies and in other contexts across the curriculum as and when such themes arise. It will also form part of dedicated enhancement events or during specialist lectures.

It will draw upon the statutory government guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

- **Overview of course content in relation to RSE**

Year	What we teach
7	<ul style="list-style-type: none"> • Students will learn that they are a completely unique person, and that, body, and soul, they are created and loved by God. • Students will learn that puberty involves physical, emotional, and sexual development. Whilst this might feel daunting, they will learn that puberty is God’s plan for them, and He is with them throughout it all. • Students will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it. • Students will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made. • Students will learn about different types of friendship and family structure and discuss how better to manage their behaviour through consideration of thoughts, feelings, and actions. • Students will learn that they have online ‘lives’ that they need to take steps to safeguard, just as they do in real life. • Students will learn the effects of their actions on others and understand the concept of social responsibility.
8	<ul style="list-style-type: none"> • Students will learn what makes them scientifically unique, and that our deepest need is to love and be loved. • Students will learn about some of the ways in which people may choose to articulate their identity, including gender and sexual identity. • Students will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these. • Students will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real-life impact of pregnancies carried to full term and otherwise. • Students will learn the meaning of terms such as ‘prejudice’, ‘discrimination’, ‘Protected Characteristics’, ‘tolerance’, ‘kindness’ and ‘forgiveness’ and consider what these looks like in real terms. • Students will learn about the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online. • Students will learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root.
9	<ul style="list-style-type: none"> • Students will consider their desire to love and be loved, and learn about God’s plan for romantic love, sexual attraction, and intimacy. • Students will learn about objectification, and consider the negative impact of casual sex, pornography, and masturbation.

	<ul style="list-style-type: none"> • Students will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed, and mindful choices. • Students will learn about methods for managing conception and discuss how they uphold or contravene God’s plan for sex • Students will learn about different types of committed relationships and consider what relationships they would like in the future. • Students will learn that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity. • Students will learn about physical consent, sexual exploitation, and human rights.
10	<ul style="list-style-type: none"> • Students will learn about the objective reality of sex, and how this might impact people’s decisions around relationships, including their own hopes and wishes for the future. • Students will learn about different experiences of body shame, explore notions of ‘dignity’ and ‘modesty’ in relation to the body and consider that our bodies are good, as part of our unique, inseparable combination of body and soul. • Students will learn the meaning of the terms ‘beliefs’, ‘values’ and ‘attitudes’, how crucial they are in shaping our choices and that we should interrogate them regularly to ensure we are living the way we intend. • Students will learn about the 1959 Declaration of the Rights of the Child and how these impacts on legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entail. • Students will learn about the stages of life in the womb, abortion methods and legality, and sex as so often being divorced from the possibility of parenthood. • Students will learn about the four main types of abuse, how to look out for danger signs, resist pressure, access support and know that abuse is never the victim’s fault • Students will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis’ concept of ‘an integral ecology’. Students will learn that how they act on their beliefs, values and attitudes will influence the world around them, for good or bad.
11, 12 & 13	<p>Self-Worth</p> <ul style="list-style-type: none"> • How formative experiences can shape a person’s beliefs, values, and attitudes • How a person’s faith and belief that they are created and loved by God can positively influence the way they respect themselves and others <p>Addiction</p> <ul style="list-style-type: none"> • How addiction can affect a person’s life • Statistics about drugs and addiction • Strategies to resist/overcome the pull of short-term highs <p>Birth Control</p> <ul style="list-style-type: none"> • Consider the counter-cultural idea of saving sex for marriage • Learn more about fertility and contraception • Learn about Natural Family Planning and why it is the method of managing fertility that the Church supports • Understand the Church teaching on how love, sex and procreation are intrinsically linked <p>Eating Disorders</p> <ul style="list-style-type: none"> • How pressure, stress and anxiety can contribute to poor emotional health • That poor emotional health can manifest in different ways, including eating disorders • The importance of talking about difficulties, their own and those of others • What a reducing self-criticism and practicing gratitude can improve mental and emotional well-being

	<p>Pornography</p> <ul style="list-style-type: none"> • That sexual desire is a positive thing that draws us to truth and beauty. • Facts and figures about the porn industry • That amongst many other things, porn: <ul style="list-style-type: none"> - Gives unrealistic expectations and unhealthy sex education - Harms relationships by fostering selfishness and self-satisfaction - Is often linked to masturbation and can be highly addictive <p>STI's</p> <ul style="list-style-type: none"> • How upbringing and peer pressure might have an impact on our choices • Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested • The emotional/psychological impacts of (regularly) engaging in casual sex • How recognising our true value can bring freedom <p>Coercive Control</p> <ul style="list-style-type: none"> • The many forms of coercive control • Why victims might find it hard to leave abusive relationships • Victim-blaming and other societal attitudes towards misogyny and sexual violence (including rape) • The qualities of a truly respectful, healthy relationship • Support avenues available to them
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6. Roles and Responsibilities

The best Relationship and Sex education comes from the home, and we encourage parents to actively engage in conversations with their children as and when questions or concerns arise. Parental support and input are an invaluable tool and must not be underestimated. We would also encourage parents to familiarise themselves with the content of our RSE programme to enable them to be prepared for such questions and discussions.

RSE is taught by Prior Park Gibraltar's teaching staff. It is the school's responsibility to ensure that all teachers delivering RSE are adequately trained; such training may form part of dedicated CPD time or specialist workshops.

7. Confidentiality

Students are informed that 100% confidentiality cannot be assured. For suspected Child Protection and Safeguarding concerns, the relevant school procedures are followed.

8. Monitoring and Evaluation

Our Trustees have the ultimate responsibility to ensure that the RSE programme we deliver, in consultation with teaching staff, the chaplain, parents etc, that it is age appropriate and in keeping with the teachings of the Catholic Church and the ethos of our school. Trustees will ensure that the resources and programme are monitored periodically.

Teachers, the PSHCE Co-coordinator, Assistant Head Welfare, Deputy Head and the Head will undertake informal evaluation of the programme. The policy will be reviewed annually, unless a more immediate review is needed in response to any new guidance or school-wide concerns.

Student feedback on the programme will be taken regularly and the PSHCE coordinator will also liaise closely with staff delivering the programme to assess the effectiveness of lessons and resources. The programme will periodically be altered and amended considering such feedback.

9. Right of withdrawal

Parents have a right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but these must be done in advance of specific lessons. Before granting any such request the Head will meet with parents to discuss their request, to listen to their concerns or objections and will set out the benefits any detrimental effects which may come from withdrawing a child from this part of their PSHCE education. Detrimental effects of removal from RSE may include:

- Any social and emotional effects of being excluded.
- A child hearing their peers' version of what was being taught in class and the spread of misinformation.

Such effects may be mitigated if the parents propose to deliver relationships and sex education at home. Parents with concerns are invited, in the first instance, to arrange an appointment with the Assistant Head Welfare to discuss these concerns to see if they can be resolved.

10. Dissemination of the Policy

- This policy is available on our website.
- A copy can be provided upon request.
- The policy is accessible to all staff and Trustees.

11. Equal Opportunities/Inclusivity

The schools RSE policy and programme will reflect the ethos of the school, by providing a secure, non-judgmental environment in which to learn. All students will be treated equally regardless of gender, race, disability, or social background in line with the Equality Act of 2010. As with all lessons at Prior Park Gibraltar, RSE lessons are differentiated to ensure they are accessible to all students. Teachers are aware of SEND or EAL students and their needs are considered when planning and delivering RSE content.