



# HOLY TRINITY

## CATHOLIC SCHOOL

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## Sex and Relationship (SRE) Education

### 1. Introduction

The Sex and Relationships programme at Holy Trinity Catholic School is firmly rooted in the belief that:

2. Sexuality is essential to our personal identity and is God's gift to us.
3. According to the DFEE guidance, Sex and Relationship Education (SRE) is:  
"...lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

The programme aims to foster the holistic development of all pupils based on Christian principles and in all respects conforms to Catholic teaching.

The IEB at Holy Trinity Catholic School acknowledges its statutory duties to provide Sex Education for all pupils in accordance with the Education Act 1993. It welcomes the support provided in the DfEs Circular, Sex and Relationship Education Guidance July 2000, and its recognition that schools of a particular religious ethos may choose to reflect their faith beliefs in their sex and relationship education policy and delivery. The IEB are aware of advice regarding Health School standards and ensure this is incorporated into the delivery of SRE.

The IEB also recognises that parents are the key people in teaching their children about sex, relationships and family life and aims to support the work of parents in this area in the SRE Programme.

### 2. Aims

SRE aims and learning objectives are:

- To help students come to an understanding of themselves and others as fully human.
- To enable young people to learn what the Church teaches and build bonds of trust and communication with each other.
- To augment students' understanding of their physical and emotional development.
- To promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions.
- To augment teachers' subject knowledge and confidence.
- To help students develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values.
- To help students understand how relationships may affect mental and physical health;

- To teach the importance of safe and healthy relationships; to inform students of the dangers linked to the imbalance of power in relationships;
- To ensure that students are alert and aware of the risks related to grooming, CSE, teenage relationship violence and sexting.
- To promote equality between the genders in relationship drawing on key messages linked to violence against women, domestic violence, honour and faith based abuse and discriminatory behaviour linked to gender and inequality in relationships
- To ensure that students understand the importance of respect and personal responsibility and how issues such as FGM can be addressed
- To signpost students to further support and guidance linked to the above which may include external specialist agency support

### **KS3 learning objectives**

Pupils will learn:

- To recognise the features of healthy friendships.
- To recognise what is appropriate and inappropriate behaviour in a relationship.
- To understand that being in love', 'lust' and 'true love' are quite different.
- To understand the value of chastity.
- To understand the family in its social context and examine the roles and responsibility of family members.
- To understand the spiritual context of the family as a community where members can grow in faith, hope and love.
- To understand that the family provides in most cases the best loving and secure support for the balanced development of the child.
- To identify different types and forms of separation and understand that separation and loss from those we love is often a natural and necessary part of life.
- To acknowledge that love cannot be easily separated from anxiety and suffering and appreciate that for believers, God accompanies them in times of joy and sorrow.
- To identify their own opinions based on their experience of relationships and marriage and explore the media portrayal of relationships and marriage.
- To explore the teaching of the Catholic Church on marriage.
- To appreciate that sexual intercourse is the deepest and most intimate sign of human love.
- To understand that parents are co-creators with God and that each person is unique at conception and therefore worthy of respect.
- To understand about power and unsafe relationships, including physical and emotional abuse and the dangers represented by the internet and grooming, violence in relationships and CSE
- To understand the dangers linked to sexting and dangers and risks in digital and social media
- To understand that all relationships are based around respect and that one form of relationship is not better than another

### **Key Stage 4 learning objectives**

Students will learn:

- To examine the characteristics, nature and intent of disposable and permanent lifestyles and behaviour, and to understand why people opt for certain life choices.
- To understand that certain choices can entail undesirable outcomes, such as sexually transmitted infections (STIs), HIV and abortion.
- To examine the nature, range and consequences of addictive behaviour such as eating disorders, alcohol and drug abuse.
- To understand why come people choose suicide and how society responds to suicide.

- To reprise how loss and bereavement affect the behaviour of the individual and how loss and bereavement affects society.
- To know and understand what the law has to say about sexual intercourse between different individuals.
- To reprise and be able to understand male and female physical development, sexual self-awareness and the Church's teaching on masturbation.
- To understand contraception, to be able to distinguish between natural and artificial methods, and to understand that some methods are abortifacient.
- To understand the Church's teaching on contraception and family planning.
- To be able to demonstrate that the life skills they have learnt are likely to inform their future decision-making.
- To be able to know and understand what human and divine aspects and skills are required in order to sustain a happy, authentic marriage, which is life-long and life-giving.
- To be able to understand homosexuality, examine why prejudice and discrimination is harmful and learn to respect all people.
- To identify what a baby needs and the role of conditional and unconditional love in parenthood.
- To know how a baby will affect personal life choices and relationships and to understand the changed priorities and responsibilities of the parent.
- To explore how the nature of parenthood changes as the child grows and develops.
- regular self-review.
- To learn about the dangers linked with grooming, CSE, teenage relationships, honour based violence
- To understand the notion of consent in relationships

#### **4. Organisation**

The Programme is co-ordinated by Deputy Headteacher in charge of Pastoral Care and the Curriculum Leaders for R.E., Science and PSD

- Extend over all key stages in the school, is progressive in structure and endeavours to match the capacities and meet the various needs of all pupils.
- Taught by teachers who are fully supportive of the aims which inform it, and who teach it with a sense of integrity and sensitivity.
- Concerned with exploring knowledge and understanding, attitudes, values and skills around a range of topics using teaching methods which encourage reflection and discussion, project and group work.

Appropriate on-going training is sought for all teachers delivering the programme.

#### **5. Curriculum Planning**

Planning and resource management will be organised by the Assistant Head teacher Curriculum and the DHT in charge of pastoral care, with the help of the curriculum leaders of R.E. and Science and PSHE.

#### **6. Assessment and Monitoring**

The programme will be regularly evaluated in line with good practice of planning, teaching and assessment.

## **7. Counselling and Confidentiality**

Whilst giving advice to pupils about personal problems is an integral part of the school's pastoral support system, teachers should encourage pupils to discuss their concerns with regard to sexual activity with their parents. When pupils express a desire or even give a subtle indication that they wish to confide in a member of staff regarding matters of a sexual nature, teachers cannot promise confidentiality. They should inform the pupil beforehand that they may have to disclose the content of such conversation to other significant senior staff whose responsibility it is to take action, e.g. informing parents or other appropriate agencies. When in doubt, staff must seek advice from the Headteacher or Deputy Head or designated persons in charge and safeguarding. The school has a drop in service organised by the school nursing service and students are welcome to book appointments via reception.

## **8. Liaison with Parents**

Copies of the full statement are available on request. This is also included on our school website and individual departments contributions will be found within their SOW.

## **9. External Speakers**

When external speakers are used to assist with any aspect of the programme they must:

- Be provided with a copy of the school's policy beforehand.
- Be thoroughly briefed and understand the values/guiding principles of the school policy.
- Make a contribution, which is consistent with the school policy and educational practice
- The school adopts fully the no platform policy with regards to external speakers.

## **10. Consultations**

In drafting this policy the IEB have considered the views of staff, parents, pupils, Religious Educators and health advisors so that an effective and helpful programme can be made available to all pupils.

## **11. Monitoring and Review**

The SRE Policy is reviewed on a regular basis by the Leadership Team and the Curriculum Committee of the Governing Body. Its content and delivery are regularly reviewed by relevant persons involved and is guided by the Religious Education Department.