



**OAKLANDS CATHOLIC SCHOOL**

**AND**

**SIXTH FORM COLLEGE**

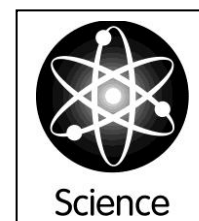
**EDUCATION IN PERSONAL RELATIONSHIPS POLICY**

<b>APPROVED BY GOVERNORS</b>	<b>OCTOBER 2010</b>
<b>REVISION DUE</b>	<b>JUNE 2013</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>ASST. HEADTEACHER &amp; HEAD OF R.E.</b>
<b>STATUTORY / NON-STATUTORY</b>	<b>STATUTORY</b>



Community

Unity



Opportunity

Whole school policy for Educating Children in Personal Relationships

## **Rationale**

**“Love one another as I have loved you.” (John 13:34)**

### **Our Values:**

#### **Community**

**We believe that the essential nature of Oaklands Catholic School and Sixth Form College is one where education and formation occurs for all, in Christ. Therefore, the transmission of Gospel values is integral to the distinctiveness of our school community.**

#### **Unity**

**We recognise the importance of placing Christ at the centre of all that we do. As a result, a student’s journey through Oaklands will be one of an education in faith and spiritual development.**

#### **Opportunity**

**We value the sanctity of the individual and promotion of “the formation of the whole person.”<sup>1</sup>**

To be human is to live in relationship. The ability to develop this primary relationship and indeed subsequent relationships with extended family, friends, colleagues and later relationships based on sexual love, namely marriage, requires the nurture and interaction from other human beings. In summary, the ability to form human relationships derives from both nature and nurture.

Thus it is necessary to consider the key areas of life in which there is the potential to develop human relationships during the 11 to 18 year old age range.

In the context of Oaklands Catholic School the key areas of life in which to develop human relationships would appear to be:

- the home
- the school
- the Church.

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<sup>1</sup> Oaklands Values Statement 2010

### ***The school and the Church.***

Since Oaklands is a Christian community, it follows that the key areas of life which help to develop human relationships, namely the school and the Church, are closely related.

The Church's purest example of how to do relationship is the Trinity, the relationship of God the Father, God the Son and God the Holy Spirit.

Further the Catholic Church at local, national and Magisterial levels has given guidance to schools on the matter of moral and sexual education. Priority must be given "to the development in our schools of a catechesis of life and marriage" so that "young people will be able to form mature attitudes towards sex and marriage"<sup>2</sup>.

At a governmental level, OFSTED suggests that "An SRE programme is likely to be particularly effective if it enables pupils to:

- communicate a point of view clearly and appropriately, and listen to the views of others
- make sensible choices about what to do in particular situations
- manage relationships with friends confidently and effectively
- act responsibly as an individual and as a member of a group."<sup>3</sup>

The Education Act 1996 states that governors of secondary schools have a statutory duty to ensure that a policy for sex education is in place and that a programme of sex education is delivered which includes information about sexually transmitted infections including AIDS and HIV.

### **The aims of EPR and SRE at Oaklands**

We recognise that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God and the importance of relationships. EPR and SRE at Oaklands encompasses all these aspects of development.

- To encourage pupils' growth in self-respect, acknowledging we are all created in the likeness of God.
- To help students develop an understanding that love is the central basis of relationships
- To develop students' confidence in talking, listening and thinking about feelings, emotions and relationships.
- To offer a Sex Education in the wider context of relationships.

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<sup>2</sup> See Southwark Diocesan Policy on Marriage. Also the Catholic Bishops statements of 1987 and 1994 and the document "Education in Sexuality" 1994 (CES). At magisterial level, "Gravissimum Educationis" 1965 and more recently "Educational Guidance in Human Love" 1983 and the Catholic Catechism (1994) para 2331-2391 which is especially helpful on sexuality, marriage and chastity and "Education for Love – some Reflections" (CES1998) and "Exploring Life Choices, EPR in Catholic Schools" (2000).

<sup>3</sup> See Ofsted "Time for Change" (2007) Pg 19

- To ensure that students know how to protect themselves and ask for help and support when needed
- To ensure that students are prepared for adolescence and puberty.
- To help students develop healthy and safe lifestyles.
- To prepare students to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

## **Programme for Education for Personal Relationships**

The EPR programme is primarily taught by members of the RE department and SRE by members of the PDC department. It is understood that through the holistic nature of this subject, there is a cross-curricular influence. Other related issues are addressed through the science curriculum<sup>4</sup>.

### **What are we teaching?**

Please see appendices 1 (RE content Yrs7-13) , 2 (RE Yrs7-13 flow chart) and 3 (PDC Yrs7-11 flow chart).

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<sup>4</sup> Science curriculum: In Year 7 the reproductive cycle is considered including gametes, organs, puberty (secondary sexual characteristics, menstrual cycle), intercourse, fertilisation, gestation, birth. In Year 8 the effects of smoking and alcohol on the growing foetus are considered. In Year 9 there is consolidation on the reproductive cycle. For the GCSE course there is a recap on the reproductive cycle and genetics and related issues area considered. This would link with the RE GCSE course and the consideration of ethical issues related to the beginning of life.

## **Appendix 1**

### **Key Stage 3**

In Years 7 and 8 it is intended to use “All that I am – Where I am”. This is a programme developed by and used throughout the Archdiocese of Birmingham. The programme focuses on the journey to maturity. It suggests that the human journey is based on the search for happiness<sup>5</sup>. It outlines four levels of happiness that can be achieved in a staged process, from personal gratification to the “ultimate good”<sup>6</sup>. It claims that studies show that “autonomy is important but so is connectedness”. This connectedness relates to the relationship between the young person and his or her parents<sup>7</sup>. This is the basis of future relationships.

### **Content of the “Where I am” programme<sup>8</sup>**

Units 1 and 2 to be taught in Year 7

Unit 1 Love needs friendship

Learning Outcomes include:

- recognising features of healthy friendships;
- recognising what is appropriate and inappropriate behaviour in a relationship;
- understanding that ‘being in love’, ‘lust’, and ‘true love’ are quite different;
- understanding the value of chastity.

Unit 2 Love needs family

Learning Outcomes include:

- understanding the family in its social context;
- understanding the spiritual context of the family as a community;
- understanding that the family provides the best loving and secure support for the balanced development of the child.

Unit 3 to be taught in Year 8

Unit 3 Love overcomes loss

Learning Outcomes include:

- knowing how to identify different types of separation and understanding that separation and loss from those we love is often a natural and necessary part of life;
- knowing to acknowledge that love cannot be easily separated from anxiety and suffering and that for believers God accompanies them in times of joy and sorrow.

In Year 9 it is intended to consolidate and build on the relationship skills developed in Years 7 and 8 by a day of relationship workshops facilitated by Marriage Care, Relate and other external providers. The day is to be followed up by a programme of sessions enabling students to reflect on the progress of the

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<sup>5</sup> Diocesan Department of Religious Education Where I Am, 2004, pp. 8-9.

<sup>6</sup> Diocesan Department of Religious Education Where I Am, 2004, p.11.

<sup>7</sup> Diocesan Department of Religious Education Where I Am, 2004, p.12.

<sup>8</sup> Diocesan Department of Religious Education Where I Am, 2004, p.15.

growth of their relationship skills at Key Stage 3. This will reflect the importance of this process at both a personal and government level<sup>9</sup>.

Marriage Care workshop topics include: sexuality, marriage, family and community, sexually transmitted infections and HIV/AIDS.

#### **Key Stage 4**

The Edexcel GCSE course “Catholic Christianity” is followed by most students. A small number of students follow the Edexcel Entry Level course “Catholic Christianity”.

The course aims to address the key Areas of Study of the Religious Education Curriculum Directory for Catholic Schools by the Bishops’ Conference of England and Wales.

In Year 10 students study Unit J Catholic Christianity.

The students learn what it means to live in relationship through the study of the beliefs, teaching and community of the Catholic Church and other Christian churches.

In Year 11 students study Unit C Religion and Life based on a study of Catholic Christianity.

Students consider the following:

- Catholic teaching on the **sanctity of life**;
- The nature of **abortion** and secular and religious issues;
- The nature of **euthanasia** and secular and religious issues;
- **Marriage** and associated issues including **faithfulness, pre-marital sex, promiscuity, adultery, co-habitation, divorce, annulment, re-marriage, homosexuality, family life.**

#### **Key Stage 5**

In Years 12 and 13 students follow the Diocesan Diploma in Philosophy, Religion and Ethics. They study a number of modules including some on relationships and ethical issues. A module of particular note is entitled “Love Needs Learning”.

As part of the tutorial programme, students have a presentation from health professional which focuses on a variety of sexual health issues including testicular cancer and sexually transmitted infections.

#### **RE Residential Experiences**

There is a programme of RE Residential experiences for students in Years 10, 11, 12 and 13 where there is a focus on reflecting on and developing relationships.

#### **Staff Development**

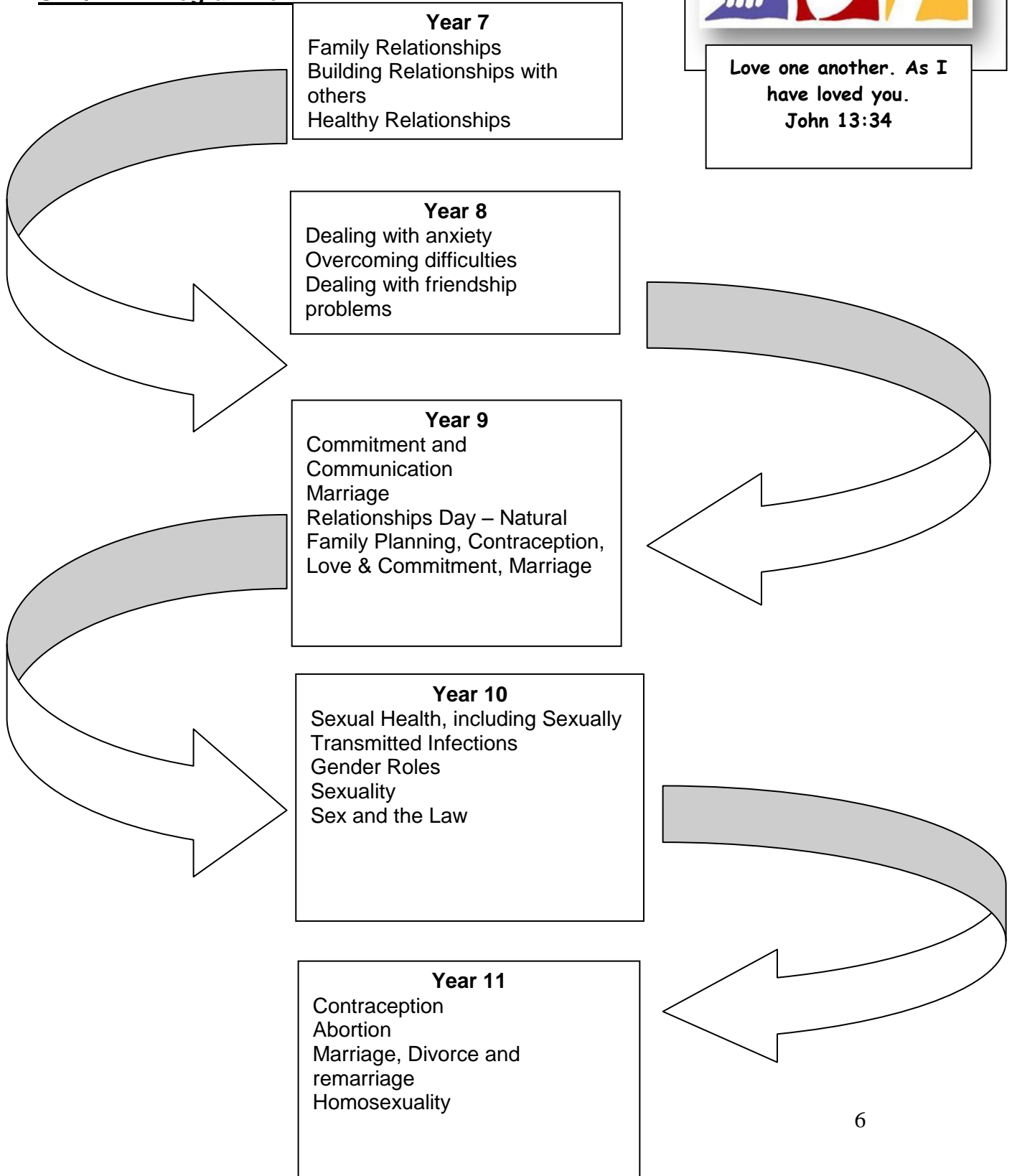
There are continuing opportunities for staff development in areas addressed by this policy.

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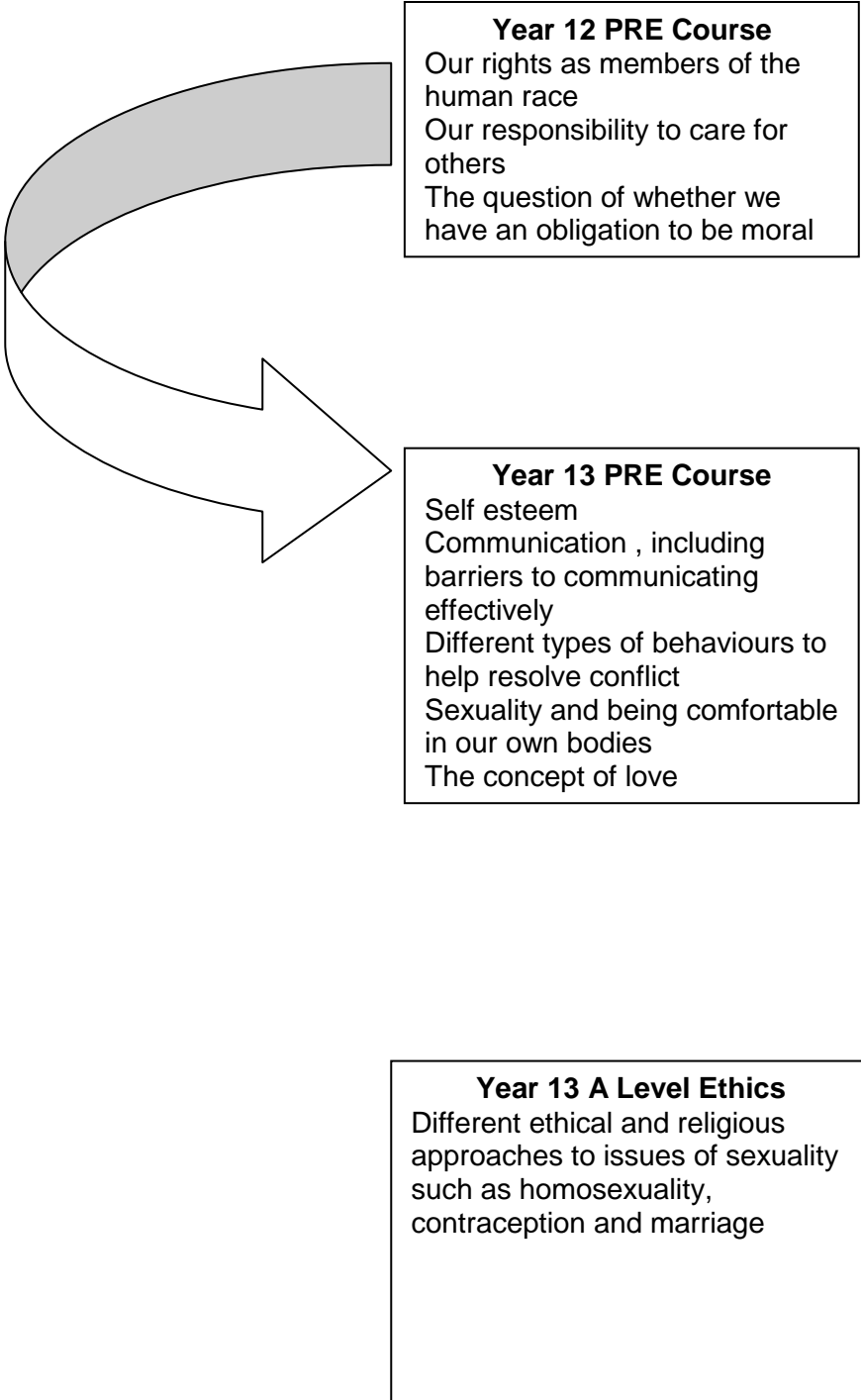
<sup>9</sup> Office for Standard in Education (OFSTED) [Sex and Relationships](#), 2002, see relevant points in the Main Findings pp.5-7.

**Appendix 2**

**SRE/EPR Programme RE**



**Appendix 2**



**Appendix 3**

**SRE Programme PDC**

