

ST COLUMBA'S CATHOLIC BOYS' SCHOOL

**GOVERNORS' POLICY STATEMENT**



# Relationship and Sex Education Policy

Head Teacher: Mr N Fisher  
Chair of Governors: Mrs J Johnson

Originator Date	July 2021
Review Date	September 2022

## School Mission Statement

*Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.*

## Preamble to the Policy

In this policy the Governors and teachers, in partnership with students and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is September 2022.

This policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website.

## 1. Introduction

*"The Second Vatican Council spoke of the need for "a positive and prudent sex education" to be imparted to children and adolescents "as they grow older," with "due weight being given to the advances in the psychological, pedagogical and didactic sciences." ... It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched. The sexual urge can be directed through a process of growth in self-knowledge and self-control capable of nurturing valuable capacities for joy and for loving encounter."*<sup>1</sup>

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. As the term 'Relationship and Sex Education' (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Marriage is one such loving relationship. The Church's sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that "Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses"<sup>2</sup> He then explains that "the sacrament of marriage flows from the incarnation and the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us."<sup>3</sup>

Marriage is a mutual commitment of total fidelity which is open to the gift of life. Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health. This is consistent with the Church's view that the purpose of RSE is to secure "an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called."<sup>4</sup>

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”<sup>5</sup>. It is about the development of the pupil’s knowledge and understanding of her or him 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. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”<sup>6</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”<sup>7</sup>

## **2. Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies). More details of the legal requirements may be found in Appendix 1.

However, the reasons for our inclusion of RSE go further.

### **Rationale**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. 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. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### 3. Aim of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>8</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

#### Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- 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;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### Outcomes

#### Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. A range of school policies are relevant here: Anti Bullying, Equality, eSafety, Safeguarding and Teaching, Learning & Assessment.

#### Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

#### Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### Programme / Resources

RSE at St Columba's will follow the Ten:Ten Live Life to the Full Secondary scheme of work. An overview may be found in Appendix 2 on Page 12. The themes developed are:

- Religious Understanding
- Created and Loved by God
  - Me, My Body, My Health
  - Emotional Well-Being
  - Life Cycles
- Created to Love Others
  - Personal Relationships
  - Keeping Safe
- Created to Live in Community
  - Living in the Wider World

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### **Balanced Curriculum**

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 RSE 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 RSE (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.

### **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with the RE Department. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## 4. Roles

### 4.1 PARENT AND CARERS

*"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents"<sup>9</sup>.*

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. To meet this expectation school leaders and governors seek to work in partnership with them by following these principles:

- parents must be fully informed about the content and delivery of RSE on an annual basis;
- parents must be provided with opportunities to view and discuss the content of any programme of RSE along with any resources that are to be used;
- parents must be consulted whenever the school's RSE policy is reviewed/updated;
- parents must be fully informed about their statutory right to request their child be withdrawn from Sex Education because the Archdiocese of Southwark affirms the parents' right as 'first educators';
- school leaders and governors must ensure that there are transparent processes which enable parents to exercise this fundamental right as 'first educators'.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Details about the parental right to withdraw from some aspects of RSE are detailed in Appendix 2 on page 11.

### 3.2 GOVERNORS

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying; Pastoral Care). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the school complies with Diocesan policy, directives, and guidance regarding RSE. Governors responsibilities are:

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **3.3 HEAD TEACHERS**

Responsibility for the implementation of the RSE policy is delegated to the Head Teacher, in liaison with the governors, parents, Diocesan Education Commission and the Local Authority. It is the task of the Head Teacher to integrate RSE into the curriculum.

### **3.4 RSE LEADER/COORDINATOR**

An appropriately trained RSE Leader/Coordinator may be appointed to oversee curriculum planning, Continuing Professional Development, training and support for teachers. With governors and the Head Teacher, this person should ensure that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curricula areas. One element of good practice is to establish a cross curricula liaison group to support the RSE Leader/Coordinator.

### **3.5 TEACHERS AND OTHER ADULTS**

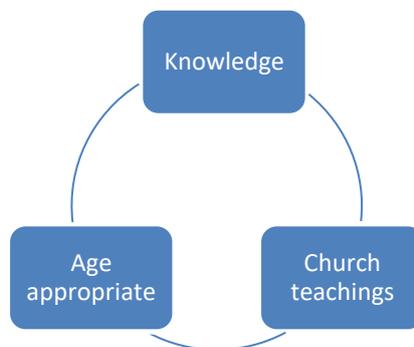
Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

## **4. The Aim of Relationship and Sex Education in Catholic Schools**

*“Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age.”<sup>10</sup>*

To provide children and young people with a “positive and prudent sexual education”<sup>11</sup> which is compatible with their physical and psychological maturity. Effective RSE in Catholic schools must be designed around three cornerstone principles, namely that:

1. Pupils need clear, accurate and sound knowledge
2. Church teachings are presented in a forthright and clear manner, using the specific references provided by the Church
3. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key. Instruction should match the child's developmental level and, as with all learning, be aware of individual differences.



These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; and is taught in a way that does not subject pupils to discrimination. Please see the school's inclusion policy for further information on supporting disadvantaged and SEND students.

### **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the students would always be informed first that such action was going to be taken.

## **5. The Objectives of Relationships and Sex Education in Catholic Schools**

- To provide children and young people with a knowledge and understanding of the Church's teaching on relationships and sexual love
- To provide children and young people with a positive understanding of what constitutes good, loving relationships
- To provide children and young people with a knowledge and understanding of the biological facts about human reproduction
- To provide children and young people with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe
- To provide children and young people with an understanding of sexual health including how to protect themselves against unwanted pregnancies and sexually transmitted infections (STIs)
- To provide children with a clear understanding of the Catholic Church's teaching on contraception and the Catholic Church's teaching to refrain from sexual intercourse outside marriage

## **6. Choosing and using resources, working with external speakers**

Relationship and Sex Education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the Head Teacher and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. Further guidance on working with external visitors can be found in the Education Commission's document *Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese*.<sup>12</sup> This is available on the website <http://www.educationcommission.org.uk/> and should be consulted before inviting external agencies or visitors into the school.

## Appendix 1

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Year.

A copy of withdrawal requests will be placed in the pupil's educational record. The PSHE Leader or Head of Faculty will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

The **statutory requirements** for Sex and Relationship Education (SRE) are as follows:

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As of September 2020, it is expected that all schools in England will meet the statutory requirements for RSE as set-out by the Department for Education (DfE) 5. In addition, there are further statutory requirements relating to RSE pertinent to legislation covering different parts of United Kingdom. They can be summarised as follows:

- All maintained primary and secondary schools must teach the Sex Education and Health Education elements of the National Curriculum Science Order;
- All secondary schools must provide RSE as part of the basic curriculum, including as a minimum education about HIV, AIDS and STIs<sup>6</sup> and the national curriculum content about human growth and reproduction (Health Education is also part of the legislation for maintained schools and academies and included in the Independent Schools Inspections framework);
- In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage. Sex Education is not compulsory in primary schools but is recommended to be taught.
- All schools must have an up to date RSE policy which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website;
- Parents right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE is preserved within the guidance. The DfE statutory guidelines permits children to opt into Sex Education from three terms before their 16th birthday.

At St Columba's Catholic Boys' School we teach RSE as set out in this policy.

## Appendix 2

### Relationships and sex education curriculum map

	RE, PSHE or Tutor Time					
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes
Main Themes	All	Created and Loved by God			Created to Love Others	
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe
Year 7	<a href="#">Who Am I?</a>	<a href="#">Changing Bodies</a>	<a href="#">Healthy Inside and Out</a>	<a href="#">Where We Come From</a>	<a href="#">Family &amp; Friends</a>	<a href="#">My Life on Screen</a>
Year 8	<a href="#">Created and Chosen</a>	<a href="#">Appreciating Differences</a>	<a href="#">Feelings</a>	<a href="#">Before I Was Born</a>	<a href="#">Tough Relationships</a>	<a href="#">Think Before You Share</a>
Year 9	<a href="#">The Search for Love</a>	<a href="#">Love People, Use Things</a>	<a href="#">In Control of My Choices</a>	<a href="#">Fertility &amp; Contraception</a>	<a href="#">Marriage</a>	<a href="#">One Hundred Percent</a>
Year 10 & 11*	<a href="#">Authentic Freedom</a>	<a href="#">Self-Image</a>	<a href="#">Beliefs, Values, &amp; Attitudes</a>	<a href="#">Parenthood (Personal Relationships)</a>	<a href="#">Pregnancy &amp; Abortion (Life Cycles)</a>	<a href="#">Abuse</a>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## References

- 1 Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 280 with reference to Vatican 2, Gravissimum Educationis paragraph (28th October 1965)
- 2 Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 73
- 3 Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 74
- 4 The Sacred Congregation for Catholic Education, Educational Guidance in Human Love (1st November, 1983) paragraph 34
- 5 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (25th July 2019) Page 4
- 6 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (25th July 2019) Page 19
- 7 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (25th July 2019) Page 25
- 8 Gravissimum Educationis 1
- 9 Pontifical Council for the Family, The Truth and Meaning of Human Sexuality, paragraph 43, (1995)
- 10 Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 281
- 11 Gravissimum Educationis 1
- 12 Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese, Education Commission, September 2015