



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy document is to be read in conjunction with Anti-Bullying Policy, Behaviour Policy, Child Protection and Safeguarding Policy, Healthy Eating and Drinking Policy, Internet Policy

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Committee:	Pastoral
Intended Audience:	All staff, parents, students

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Ecclesiastes 7:25

I turned my heart to know and to search out and to seek wisdom

We are a Catholic community that exists to serve our pupils.

Our mission is to:

- Be a school where we experience the joy of God's creation and develop a faith that will sustain us through travails as well as victories.
- Grow enquiring minds that will value scholarship and develop a joy of learning that will stay with us all our lives.
- Nurture a steadfast community in which everyone has a thirst for dignity, respect and social justice.

In this policy the Governors and teachers, in partnership with pupils 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.

Consultation of the RSE policy has taken place with the following groups:

- Years 9
- Parents forum – 23 March
- Review of RSE curriculum content with staff and parents
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the spring term 2021. This policy will be reviewed every year 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is March 2023.

Dissemination

The 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 and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

2. DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE 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"¹ 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. At FCHS, we envisage that having an effective RSE programme will help learners to develop the skills and knowledge appropriate to

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams Page 4

their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being. Our RSE programme will “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).”²

3. STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. We are also required to teach about menstruation, HIV, AIDS and sexually transmitted infections. However, the reasons for our inclusion of RSE go further.

4. RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (John 10:10)

We are involved in relationships and sex education precisely because of our Catholic 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, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and 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. It will also prepare pupils for modern life in Britain

5. 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.

² Ibid Page 25

6. 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, FCHS is committed to a philosophy that 'everyone matters' so 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"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. We expect parents to contact their child's pastoral leader if a student has had a traumatic experience which may impact their education.

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;

³ Gravissimum Educationis 1

- 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

7. 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.

8. 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.

9. 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, a cross-curricular dimension and a specific relationships and sex education curriculum.

Our programme will follow the CES model curriculum which covers KS3, KS4 and KS5 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- Created and loved by God which explores the individual. The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others which explores an individual's relationships with others. God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global which explores the individual's relationships with the wider world. Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

10. PROGRAMME / RESOURCES

An appendix to this policy provide further information about the programme.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- active
- brainstorming
- film & video
- group work
- role-play
- inviting questions
- values clarification

(See also 'Sex and Relationship Guidance'. DCSF 2000 for more detail)

Assessment in RSE will take place at the end of a topic. It involves judging the pupils' performance against the learning outcomes of the programme of study, using a variety of evidence; written, verbal, visual and observed.

11. PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents are consulted during 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.

Parents have the right to withdraw their children from sex education except in those elements which are required by the National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. Parents are not able to withdraw their children from Relationship or Health Education. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

12. 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 (topics relating to forced-marriage, female genital mutilation, honour based

violence, abortion, domestic violence, the age of consent and legislation relating to equality will all be covered). 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.

13. RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with Ms Murphy along with curriculum staff for Religious Education, Science and PE departments as well as Form Tutors who, through PSHE, will have responsibility for teaching the RSE curriculum and the Health Education programme. All staff will be appropriately trained and 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 'Protocol for Visitors to Catholic Schools'.⁴

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.

14. OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- 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.

Head teacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

RSE/PSHE Co-ordinator

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the

⁴ CES Checklist for External Speakers to Schools, 2016

information relating to RSE and the provision of in-service training. (They will also be supported by the members of staff with responsibility for child protection).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

15. RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example Anti-Bullying Policy, Behaviour Policy, Child Protection and Safeguarding Policy, Healthy Eating and Drinking Policy and Internet Policy)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately adapted support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will complement learning in those areas identified in the RSE audit.

16. 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. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. These will be addressed on a case-by-case basis and at an appropriate time.

17. 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.

18. 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.

Pupils 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 circumstance they would have to inform others, e.g., parents, designated safeguarding lead or head teacher, but that the pupils would always be informed first that such action was going to be taken.

19. MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated every two years by means of questionnaires and discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Policy written 2nd February 2021 and amended following parental meeting on 23rd March 2021(Using and adapting the Catholic Education Service proposed Policy)

Appendix: RSE CURRICULUM MAP - Taught in PSHE, taught in RE, taught in Biology, taught in Computer Science

	Families	Respectful relationships, including friendships	Online and media	Being safe	Intimate and sexual relationships, including sexual health
Year 7	There are different types of committed, stable relationships. How to: determine whether other children, adults or sources of information are trustworthy or unsafe; and, how to seek help or advice	Positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. Tolerance and respect. Types and impact of bullying (including cyber bullying), responsibilities of bystanders	Rights and responsibilities online		The facts about reproductive health,
Year 8		Positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. Stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage Tolerance and respect Types and impact of bullying (including cyber bullying), responsibilities of bystanders	Online risks Sharing and publishing of personal data and material What to do and where to get support to report material or manage issues online		Characteristics and positive aspects of healthy one-to-one intimate relationships, Facts on how STIs are transmitted and how risk can be reduced The facts about the full range of contraceptive choices How to get further advice, regarding access confidential sexual and reproductive health advice and treatment
Year 9		Positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. Stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they		Concepts of, and laws relating to sexual consent How people can actively communicate and recognise consent from others How people can actively communicate and recognise consent from others,	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others That they have a choice to delay engaging in sex

		<p>might normalise non-consensual behaviour or encourage prejudice)</p> <p>Tolerance and respect</p> <p>Types and impact of bullying (including cyber bullying), responsibilities of bystanders</p> <p>Some types of behaviour within relationships are criminal. Including violent behaviour and coercive control</p>		<p>including sexual consent and how and when consent can be withdrawn</p>	
Year 10		<p>The characteristics of positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship.</p> <p>Types and impact of bullying (including cyber bullying), responsibilities of bystanders to report bullying and how and where to get help</p>	<p>Impact of viewing harmful content such as pornography</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>		<p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options,)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing for diseases</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>

<p>Year 11</p>	<p>Different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. How stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice) Respect and tolerance Types and impact of bullying (including cyber bullying), responsibilities of bystanders The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>			<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause That they have a choice to delay engaging in sex or to enjoy intimacy without sex The facts about the full range of contraceptive choices, efficacy and options available The facts around pregnancy That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing for diseases About the prevalence of some STIs, the impact they can have</p>
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					on those who contract them and key facts about treatment
Year 12		The characteristics of positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. Types and impact of bullying (including cyber bullying), responsibilities of bystanders That some types of behaviour within relationships are criminal. Including violent behaviour and coercive control		Concepts of, and laws relating sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn	All aspects of health can be affected by choices they make in sex + relationships, positively and negatively, eg physical, emotional, mental, sexual and reproductive health and wellbeing A range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
Year 13		The characteristics of positive and healthy friendships (in all contexts, including online) This includes different (non-sexual) types of relationship. Types and impact of bullying (including cyber bullying), responsibilities of bystanders	How information and data is generated, collected, shared and used online		All aspects of health can be affected by choices they make in sex + relationships, positively and negatively, eg physical, emotional, mental, sexual and reproductive health and wellbeing How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

