

All Saints' Catholic Voluntary Academy

Policy Document

My God, my rock, in whom I take refuge, my shield, and the horn of my salvation, my stronghold and my refuge, my saviour; you save me from violence. I call upon the Lord, who is worthy to be praised, and I am saved from my enemies. Samuel 22:3-4

Policy: Relationships, Sex and Health Education Policy

Prepared for: All Saints' Catholic Voluntary Academy

Approval

Approved by	Approval date	Review Date
Headteacher	January 2020	January 2022
Headteacher	January 2022	January 2024
Governors	January 2024	January 2026

A POLICY FOR RELATIONSHIPS AND SEX EDUCATION

SCHOOL MISSION STATEMENT: We Shall Serve: Through Catholic values and principles, everyone will achieve their full potential, spiritually, academically, socially, morally and physically

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.

In the preparation of this policy, consultation was made through:

- Questionnaires to parents / carers and students
- Review of RSE curriculum content with staff
- Consultation with school governors
- Guidance from the DfE document: **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers** and **The Catholic Education Service – A Model Catholic Secondary RSE curriculum**

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Spring term 2022

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 Spring term 2024.

Dissemination

The updated 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 reception.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance sets out the aims of RSE: The aim of RSE is to 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). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.¹

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019

In addition, the Catholic Education Service introduce the reasoning behind the RSE curriculum: Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.²

The DFE identifies topic areas that schools should continue to develop knowledge in, from primary school, in addition to covering content from the following headings by the end of secondary school:

- **Respectful relationships, including friendships**
- **Families**
- **Being safe**
- **Intimate and sexual relationships, including sexual health**
- **The Law**
- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body**

The topic areas are integrated within the three core themes identified within the Catholic Education Service: A model Catholic Secondary RSE curriculum²:

- **Created and loved by God**
- **Created to love others**
- **Created to live in the community – local, national & global**

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).

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

² Catholic education Service: A model Catholic Secondary RSE curriculum

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 and support will be provided to help pupils deal with different sets of values.

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 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.

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”^{1a}
³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

³ *Gravissimum Educationis* 1

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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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.

Our programme will cover:

- **Respectful relationships, including friendships**
- **Families**
- **Being safe**
- **Intimate and sexual relationships, including sexual health**
- **The Law**
- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid Changing adolescent body**

The topic areas are integrated with the three core themes identified within the Catholic Education Service: A model Catholic Secondary RSE curriculum²:

- **Created and loved by God**

- **Created to love others**
- **Created to live in the community – local, national & global**

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme.

Teaching strategies will include:

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

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019 for more detail)

HOW PUPILS' LEARNING IN RSE WILL BE ASSESSED

Students will not be directly assessed on the topic areas covered, but will be given the opportunity to reflect upon their learning through the completion of review tasks once per half term and through student voice.

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 links to the Ten:Ten website, which provides parent/carer courses. Parents/carers will be informed electronically of the RSE/PSCHE programme with the chance to speak to the Assistant Head Teacher for Personal Development if they require further information on specific topics taught. Where other resources outside of the Ten:Ten curriculum are used, they will be fully checked by the appropriate staff to ensure they inline with the Catholic teachings.

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 have **the right to withdraw** their children from RSE 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 emailing admin@allsaints.notts.sch.uk. 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.

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 relevant curriculum staff and classroom staff, guided by resources and training from the Assistant Head Teacher responsible for Personal Development and school Chaplain and Curriculum Leader for RE.

In addition, 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 '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.

⁴ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

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 Head teacher 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.

Assistant Head Teacher (AHT) for Personal Development and Lead Learner for PSCHE

The AHT and Leader learner with the head teacher 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 information relating to RSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member 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.

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, Safeguarding Policy etc)

Pupils with particular difficulties, whether of a physical or intellectual nature will receive appropriately differentiated 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 link to/complement learning in those areas identified in the RSE audit.

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 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019 page 23, Managing difficult questions for more detail)

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.

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, head teacher, but that the pupils would always be informed first that such action was going to be taken. All Lessons end

with a reminder of the Schools Safeguarding team; where to get support within school and websites/contact numbers for external support.

MONITORING AND EVALUATION

The Lead learner of PSHCE will monitor the provision of the various dimensions of the programme by updating the curriculum plan and lesson resources every half-term. The programme will be evaluated throughout each academic year by Work scrutiny, climate walks and staff, student and parent voice. 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.

Appendix 1 – PSCHE programme overview

2023-2024 PSCHE/RSE overview							
Monday 4 th September	INSET						
Tuesday 5 th September	INSET						
Term 1a Monday 18 th September Monday 25 th September Monday 2 nd October Monday 9 th October	Y7 Mental health	8 Online safety	9 Physical health	10 British values/finance	11 CIAG (follow up Work experience)	12 RSE	13 RSE
Mon 23rd Oct – Fri 3rd Nov Half term							
Term 1b Tuesday 14 th November Tuesday 21 st November Tuesday 28 th November Tuesday 5 th December	Y7 RSE	8 CIAG – Options preparation	9 British values/finance	10 PSCHE = online safety	11 Physical health	12 Mental health	13 Mental health
Fri 22nd Dec- Wed 3rd Jan Term							
Term 2a Wednesday 17 th January Wednesday 24 th January Wednesday 31 st January Wednesday 7 th February	Y7 Physical health	8 RSE	9 Online safety	10 CIAG (Work experience prep)	11 Mental health	12 British values and finance	13 British values and finance
Mon 12th- Fri 16th February Half term							
Term 2b Thursday 29 th February Thursday 7 th March Thursday 14 th March Thursday 21 st March Thursday 28 th March	Y7 British values/finance	8 British values/finance	9 Mental health	10 PSCHE = Physical health TT = Mock interviews	11 RSE	12 CIAG	13 Online safety certificate
Fri 29th March- Fri 12th April Term							
Term 3a Friday 26 th April Friday 3 rd May Friday 10 th May Friday 17 th May	Y7 CIAG	8 Physical health	9 RSE	10 Mental health	11 RSE		

Ten:Ten one-page overview

One-Page Overview - LTF Secondary

	RE, PSHE or Tutor Time							Whole Year
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	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10 & 11*	Authentic Freedom	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies(Y10 Truth & Lies Y11)