



Saint Paul's Catholic High School

Moving forward together. Achievement for all!

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY



Journeying together with Jesus Christ, we learn to love and love to learn.

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1. Intent Statement

We understand the importance of educating pupils about relationships, sex and their health and the need for them to be able to make responsible and well-informed decisions and choices in their lives.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. The RSE and PSHE curriculum will be delivered in a non-judgmental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

All teaching and resources are quality assured by the RSE Lead to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of our SEND pupils. Teachers will ensure lesson content focuses on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. The RSE and PSHE curriculum will integrate LGBTQ+ content and this will be further explored through the introduction of our School Diversity Council.

Our intent is centered around the PSHE Programmes of study within three Core themes: Health and Wellbeing, Relationships and Living in the Wider World. Over the course of the academic year, training will be provided by the RSE Lead and external visitors to relevant members of staff, to ensure they are up to date with the RSE and PSHE curriculum and feel confident with knowledge and in its delivery.

Mission Statement

Founded on the love of Christ and recognising the inestimable worth of each individual Saint Paul's exists to foster with care and compassion, personal, spiritual and academic growth, extending into the community and beyond.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – RSE Coordinator and DSL pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about any changes to the ratified policy
- Pupil consultation – we investigate what exactly pupils want from their RSE through pupil voice and pastoral/safeguarding reports to build a picture of issue affecting our demographic.
- Ratification – once any amendments were made, the policy was shared with governors and ratified

Legislation (statutory regulations and guidance)

As a secondary academy, we must provide Relationships and Sex Education as according to the revised Department for Education statutory guidance; *Department for Education issued under Section 80A of the Education Act 2002, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019* and section 403 of the Education Act 1996. We must provide RSE to all pupils under 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](#).

In teaching RSE, we're 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](#).

The RSE policy supports/complements the following policies and recognises the legal duties in;

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The school's approach to RSE is in line with the Government's strategy and Guidance. We must deliver Relationships and Sex education (in secondary schools). Schools in England and Wales have a moral and legal responsibility to provide a "sex education" programme for all pupils. This is in line with the principles of the Diocesan Education Service and the Catholic Education Service.

At St Paul's Catholic High School, we teach RSE as set out in this policy.

Parental Right to Withdraw

Parents have a legal right to withdraw their children from dedicated "sex education" lessons 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.

They do not have the right to withdraw their children from those aspects of Relationship and Education in PSHE or Sex Education that are taught in National Curriculum Science or where these issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed of the Relationship and Sex provision. If a parent/carer has any concerns about the provision we will address their concerns, and work to allay any fears that they have. If parents/carers decide to withdraw their child they should contact the Head Teacher in writing. A copy of withdrawal requests will be placed in the pupil's educational record.

3. Rationale and Ethos

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

"Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life" *PSHE Association*

The overall aims to meet the needs of our pupils, the role of the school and the National Curriculum are:

- To provide opportunities for all pupils to learn and achieve
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The DfE Guidance recommends that "Effective sex and Relationship education is essential if young people are to make responsible and well-informed decisions about their lives". Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

We believe that pupils should have knowledge and understanding of and be taught character education in terms of attitudes and beliefs:

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotion and relationships
- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Develop critical thinking as part of decision making
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Our approach to RSE will be conducted within a clear morals and values framework, in line with the school's mission statement and in the context of Catholic education. It is based on the following principles:

- The value of stable and loving relationships
- The proper place for sexual intercourse is within marriage
- Respect, understanding and empathy towards others who may have different backgrounds, culture, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters
- The possibility of remaining celibate in preparation for marriage, or choosing to stay celibate for life for the love of God and others.

We also believe that pupils have a right to age appropriate RSE and access to help from trusted adults and helping services.

4. Roles and Responsibilities

The Senior Leadership Team will support the RSE Co-ordinator with the provision and development of RSE in line with this policy by providing leadership and adequate resources.

The designated RSE Co-ordinator will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, accessing support and resources for staff, arranging staff training, liaison with other agencies (supportive of Catholic RSE Teachings) and monitoring and evaluation.

RSE as whole school responsibility;

All Teachers play an important pastoral role by offering support to pupils. Teachers will be able to access support and advice from experienced members of staff and have access to appropriate training. Staff are responsible for:

- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils and adapting resources
 - Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
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- Support Staff may be involved in a supportive role in some RSE lessons. They will have access to information about the RSE programme and also supported in their pastoral role.
 - Governors will be consulted about the RSE provision and policy and have regular reports at Governors' meetings. The governing board will hold the headteacher to account for the implementation of this policy.
 - The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
 - Parents/Carers can access this policy through the school's website. They are informed of this in the school's prospectus. They have a legal right to withdraw their children from dedicated sex education lessons if they wish through the Right to Withdraw process.

- The SEMH & Medical lead has a key role to play in supporting the medical and mental health needs of pupils within the school, be this personally or within the wider pastoral team. Support may also be offered from external sources in order to meet the specific needs of each child.
- Pupils have an entitlement to age and circumstance appropriate to RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Outside Agencies and Speakers may be involved in inputting to RSE lessons. The school will only work with those who are appropriate to pupils' needs and who are sympathetic to the Catholic ethos of the school.

5. Safe and Effective practice

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), 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 also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will ensure a safe learning environment by ensuring the following practice;

- **When Answering Difficult Questions-** Sometimes an individual pupil will ask an explicit or difficult question in a lesson. Questions do not have to be answered and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations. No one (teacher or pupil) should be expected to answer a personal question. No one will be forced to take part in a discussion
- **Ground Rules and Distancing Techniques** -Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. There are clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.
- Where applicable Pupils will be given preparation so that they will know how to minimise any embarrassment they feel or if there are any safeguarding issues that need to be addressed beforehand.
- Only the correct names for body parts will be used and the meanings of words will be explained in a sensible and factual way.
- Staff will be supported with an approachable RSE Coordinator to discuss any issues raised and with regular training.
- Sensitive issues will be handled by the teacher initially however supported by SMSC Lead and RSE Coordinator.
- Pupils are able to raise questions anonymously through regular pupil voice

Inclusion

- Young people may have varying needs regarding RSE depending on circumstances and background. We strongly believe that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of the differing and diverse needs of the school's community.
- We shall consider the particular needs of SEND and approaches that will actively engage them. The school will consult pupils and parents/carers about their needs, take

account of the views and show respect for, and understanding of, the views of different ethnic, cultural and LGBTQ+ groups.

- We shall take account of the fact that some pupils have learning, emotional or behavioural difficulties or physical or visual disabilities that result in particular RSE needs. Staff involved in the delivery of SRE will liaise with Safeguarding lead.
- Our approach to RSE will be sensitive, honest and balanced and always in compliance with the teachings of the Catholic Church.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats such as the TenTen RSE Programme from the Catholic Education Service
- Consider the level of adaptive teaching needed

Engaging Stakeholders

- Parents/carers will be informed about the policy through ParentPay contact/ and or website
- The policy will be available to parents through the school website
- We are committed to working with parents and carers by being open to holding parent consultations, Coffee Mornings and answering queries through parents/carers contacting school. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the PSHE/RSE Curriculum on the website.
- Parents have access to when Relationships and Sex education will be taught through our Learning Journeys which are published on our website parents to ensure that they are fully aware of what is being taught

6. Safeguarding- Legal Requirements & Use of external organisations and materials

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

We cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. We are legally obliged to pass on to other professionals any information where failure to do so would put a pupil or others at risk of harm. This is covered by the Local Authority Safeguarding procedures. In the first instance staff would pass their concerns to the

school's Child Protection Co-ordinators who are Diane Keary and Stella Mc Govern, Teachers will consult with the designated safeguarding lead or the Headteacher.

Where it is clear that a pupil would benefit from the involvement of a third person, where child protection matters do not take precedence, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil.

For Visitors/external agencies which support the delivery of RSE we will make appropriate checks and engage with external agencies to make sure that their approach to teaching about

RSE is balanced and supportive to Catholic Teachings and visitor requirement checklist, and adhere to DFE statutory guidance on RSE

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We endeavour to ensure that we are responsible for making sure that any speakers and resources used don't undermine the fundamental British Values or the teachings of the Catholic Church.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced and supportive to Catholic Teachings and visitor requirement checklist, and adhere to DFE statutory guidance on RSE.

We **will** make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say “no” or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Externals who actively seek to undermine the teachings of the Catholic Church

Dealing with Bullying

We are required to report and log all known incidents of bullying on school premises.

Any form of harassment or hurtful comments of a sexual nature are viewed, therefore within the context of the school's anti-bullying policy.

7. Curriculum Design, Delivery and Impact

Our Curriculum offer is compliant with the expectations as stated by the Department for Education. Our Curriculum Maps for Year 7-11 can be downloaded from our school website. The school's approach consists of:

- The taught National Curriculum Science Programme of Study
- Working towards the RSE models within each key stage delivered within a planned PSHE programme.
- Pastoral support for pupils who experience difficulties

The model of delivery for personal, social, health and economic (PSHE) education is a sequenced, spiral programme that builds on prior learning as pupils progress through school. And like any other school curriculum subject, it has dedicated regular curriculum time – 1 hour period per fortnight coupled with 2 x 25 min form times.

The school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Assessments will be introduced and used to identify where pupils need extra support or intervention. There will be no formal examinations for RSE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Self-evaluations and reflections
- Class Discussions
- Contribution/ Engagement in lessons
- Retrieval/ Recall Tasks
- Quizzes

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum. Biological aspects of RSE are taught within the science curriculum, Online Safety is supported within ICT lessons and other aspects are included in Religious Education (RE).

The teaching of aspects of RSE which take place in PSHE lessons will be delivered using the Diocesan approved Ten Ten resources and Healthy Schools/PSHE Association (always sensitive to Catholic Teachings) Relationship and Sex Education is delivered in a developmental manner so that issues are explored according to the maturity of the pupils. It will consider bullying issues and discourage any discrimination including that based on protected characteristics.

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support pupils in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age, developmental stage and background of our pupils
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
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- Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to pupils' experiences and won't provoke distress

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Protected characteristics in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

An overview of the learning in each year group can be found can be found on the PSHE section of the school website as 'Learning Journey's'.

By the end of secondary school pupils should know (note; some additions added to support the teaching through a Catholic lens):

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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 • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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 sex or to enjoy intimacy without sex <i>in recognition that sex is the most intimate expression of human love and belongs in a stable relationship of mutual self-giving such as marriage</i> • The facts about the full range of contraceptive choices, efficacy and options available <i>including natural contraception methods recommended by the Catholic church</i> • The facts around pregnancy including miscarriage • 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). <i>In order to support responsible choice-making, students will be made aware of the position of the Catholic church on these choices.</i> • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

8. Monitoring, Evaluation and Review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The delivery of RSE is monitored by the Head Teacher and SLT through:

- Regular updates from RSE Coordinator regarding any changes and updates to legislation and curriculum
- learning walks led by RSE Coordinator and SLT Link to measure engagement.
- Pupil voice will be influential in adapting and amending planned learning activities.
- Pupils will have opportunities to review and reflect on their learning during lessons through planned activities and self-reflection
- Teachers will critically reflect on their work in delivering RSE through staff voice opportunities
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems on SIMS where an ATL score is recorded.

This policy will be reviewed by [Sherilyn Hitchen- PSHE Lead/RSE Coordinator every 2 years.
At every review, the policy will be approved by [the governing board and the headteacher].