

# Our Lady's Catholic High School

## Personal, Social, Health and Economic Education

### (P.S.H.E.) including

## Relationships and Sex Education (R.S.E.) Policy

*'Our Lady's is first and foremost a Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual. Our Mission is to be a Faith Community which, through following Gospel Principles, acts as a positive example, both within our own and our extended community.'*

*(from OLCCHS Mission Statement)*

**Last review: Autumn Term 2020**

**Next review: Autumn Term 2022**

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## **1. Introduction**

Personal, social, health and economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. Schools should use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle. See the Department for Education's latest guidance (February 2020) below -

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

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 process

Ongoing consultation is taking place including;

Pupil focus groups/School Council

School newsletters

Information Assemblies

Information Evening with Parents

SLT Strategic Planning

School Improvement Plan

Review of PSHE RSE curriculum content with staff and pupils

Consultation with school governors

Policy, Intent Statement and Curriculum Map published on the school website

### Implementation and Review of Policy

Implementation of the policy will take place following the consultation with the Staffing and Curriculum Governing Body in the Spring Term 2019, and ratification by the Governors in the Autumn Term 2020. This policy will be reviewed every two years by the Headteacher, PSHE Lead, the Governing Body and Staff. The next review date is Autumn Term 2022.

## 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.

### **2. Defining Relationships and Sex Education (RSE)**

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”. 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. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

### **3. 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.

### **4. 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.

## 5. Aims of RSE and the Mission Statement

*‘Our Lady’s is first and foremost a Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual. Our Mission is to be a Faith Community which, through following Gospel Principles, acts as a positive example, both within our own and our extended community.’*

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>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## 6. 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.

## 7. Equality

We are required to comply with relevant requirements of the protected characteristics, outlined in the Equality Act 2010. Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender, reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

### Pupils with special educational needs and disabilities [SEND]

RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. In teaching RSE, schools should ensure that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

### Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, [Equality Act 2010 and schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and the DfE expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

## 8. Governors

The governing body should make sure that; all pupils make progress in achieving the expected educational outcomes, the subjects are well led, effectively managed and well planned, the quality of provision is subject to regular and effective self-evaluation, teaching is delivered in ways that are accessible to all pupils with SEND, clear information is provided for parents on the subject content and the right to request that their child is withdrawn. The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **9. Safeguarding, reports of abuse and confidentiality**

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) 2020  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

Teacher Guidance: preparing to teach about mental health and emotional wellbeing provides useful support for teachers in handling this material.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures, as outlined in our Safeguarding Policy.

## **10. 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 information evenings to help parents/carers to find out more.

Parents are given the opportunity to understand the purpose and content of PSHE/RSE through updates in newsletters and through holding information evenings. This can be an important opportunity to talk about how these topics can contribute to the wider support in terms of pupil wellbeing and keeping children safe

Parents/carers will be informed by newsletter 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 will be able to view examples of resources used by the school in the RSE programme on the school website. Our aim is that 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 contacting the headteacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

See the RSE Guide for Parents from the DfE below -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907640/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf)

## **11. PSHE Curriculum**

The PSHE curriculum extends far beyond the academic, technical and vocational. We support pupils to grow in many diverse aspects of life and we take our responsibility to develop the whole child, very seriously. The PSHE curriculum should create a spiral programme which embeds, revisits and deepens learning across the key themes.

The PSHE Association Programme of Study for personal, social, health and economic [PSHE] education has three strands –

Health and Wellbeing  
Relationships and Sex Education  
Living in the Wider World

### **Meeting and exceeding the new requirements**

To ensure effective provision, the new compulsory elements of PSHE should be integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education.

### **Physical health and mental wellbeing**

Topic 1: Mental wellbeing  
Topic 2: Internet safety and harms  
Topic 3: Physical health and fitness  
Topic 4: Healthy eating  
Topic 5: Drugs, alcohol and tobacco  
Topic 6: Health and prevention  
Topic 7: Basic first aid  
Topic 8: Changing adolescent body

### **Relationships and Sex Education [RSE]**

Topic 1: Families  
Topic 2: Respectful relationships, including friendships  
Topic 3: Online and media  
Topic 4: Being Safe  
Topic 5: Intimate and sexual relationships, including sexual health

See guidance from the PSHE Association on curriculum coverage below –

<https://www.pshe-association.org.uk/system/files/Mapping%20PoS%20to%20Statutory%20guidance%20July%202019%20update.pdf>

## 12. Curriculum Map

The PSHE curriculum should create a spiral programme which embeds, revisits and deepens learning across the key themes.

The curriculum map demonstrates this approach below.

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p><b><u>KS3 Be Healthy 1</u></b> Physical health and fitness Healthy eating Changing adolescent body H5, H7, H15, H16, H17</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS3 Online Safety 1</u></b> Internet safety and harms Online and media H18, R28, L18, L19, L20, R35, R36, R38, R23, L17</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS3 (RSE) Relationships 1</u></b> Families Respectful relationships, including friendships. Equality and Diversity inc. LGBT R8, R9, R11, R29, R1, R27, R28, L7, L3</p> <p><b>(6 lessons)</b></p>
<b>Year 8</b>	<p><b><u>Faith and Justice 1</u></b>  Faith in Action</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS3 (RSE) Relationships 2</u></b> Intimate and sexual relationships, including sexual health. Equality and Diversity inc. LGBT Being safe R19, R20, R5, R15, R30, R16, R17, R21</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS3 Be Healthy 2</u></b> Drugs, alcohol &amp; tobacco Health and prevention H25, H26, H28, H30, H29, H9, H10, H13, H16, H32</p> <p><b>(6 lessons)</b></p>
<b>Year 9</b>	<p><b><u>KS3 Mental Wellbeing 3</u></b> Spotting the signs, emotions, anxiety, depression, self- harm, self-esteem, eating disorders, how to manage, a range of healthy coping strategies H2, H4, H5, H6</p> <p><b>(6 lessons)</b></p>	<p><b><u>British Values</u></b> Democracy, the rule of law, individual liberty, mutual respect for and tolerance of others, combatting discrimination Equality and Diversity: Black Lives Matter, LGBT</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS3 (RSE) Relationships 3</u></b> Families Respectful relationships, including friendships Equality and Diversity inc. LGBT R4 R6 R7 R10 R11 R12 R29</p> <p><b>(6 lessons)</b></p>
<b>Year 10</b>	<p><b><u>KS4 (RSE) Relationships 4</u></b> Intimate and sexual relationships, including sexual health. Equality and Diversity inc. LGBT Being Safe R2, R3, R4, R21, R24, R25, R26, R27, R18, H6, R22, R8, H9, R15</p> <p><b>(6 lessons)</b></p>	<p><b><u>Faith and Justice 2</u></b>  Great Generation</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS4 Online Safety 2</u></b> Internet safety and harms Online and media Being Safe L2, L8, R14, R8, R5, R7, R9, R15, H10, R19, L7</p> <p><b>(6 lessons)</b></p>
<b>Year 11</b>	<p><b><u>Achieving Future Success</u></b> Planning for the next steps Career pathways Economic wellbeing L1, L10, L11, L12, L13, L14, L20</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS4 Be Healthy 4</u></b> Mental wellbeing Physical health and fitness Health and prevention H2, H3, H4, H5, H7, H18</p> <p><b>(6 lessons)</b></p>	<p><b><u>KS4 (RSE) Relationships 5</u></b> Families Respectful Relationships Being Safe - FGM Equality and Diversity inc. LGBT L2 R3 R4 R5 R7 R20</p> <p><b>(6 lessons)</b></p>

### **13. The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

### **14. Delivery and teaching strategies**

From our extensive whole school audit, RSE and Health Education complement several national curriculum subjects for example, Science, Computing and PE. Schools should look for opportunities to draw links between the subjects and integrate teaching where appropriate. All of these subjects should be set in the context of a wider whole school approach to supporting pupils to be safe, happy and prepared for life beyond school. Schools should consider how their teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. Schools will retain freedom to meet the needs of young people and the local community. Teaching strategies will include: establishing ground rules, distancing techniques, discussion, project learning, reflection, experiential, active, brainstorming mind maps, film & video, group work, role-play, values clarification.

#### **Programme Resources**

Appendices to this policy provide further information about the programme and resources for suggested use.

## **15. Assessment**

We have the same high expectations of the quality of pupils' work and engagement in PSHE as for other curriculum areas. Our PSHE/RSE curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, teachers assess outcomes using formative assessment and self-evaluations to capture progress.

## **16. 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.

## **17. Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme is with the PSHE Lead, Learning Managers, Form Tutors; including specialised teachers of science, religious education and physical education.

PSHE/RSE will follow a whole school approach. 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. Teachers will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils.

### External Visitors

Our school will sometimes 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'.

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.

### Other roles and responsibilities regarding RSE

#### Governors

Approval of the PSHE/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., SEND, the ethos of the school and our Christian beliefs;

Establish a link governor (Mrs E. Finnerty) 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.

#### Headteacher

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.

#### PSHE Lead

The PSHE Lead, 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 information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the members of staff with responsibility for child protection).

#### All Staff

PSHE/RSE will follow a whole school approach. 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 statutory PSHE framework from September 2020. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti Bullying Policy, Safeguarding Policy, SEND Policy)

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 and complement learning in those areas identified in the cross curricular audit.

#### Pupil 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.

#### Dealing with sensitive issues

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.

### **18. Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

### **19. 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.

### **20. 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, headteacher, DSL, but that the pupils would always be informed first that such action was going to be taken.

### **21. Monitoring and Evaluation**

The PSHE Lead 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 biannually by means of questionnaires, response sheets, needs assessment given to pupils, and / or by 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.

## **22. Annex A: DfE Guidelines**

The PSHE/RSE Policy should be read in conjunction with:

### **Personal, Social, Health and Economic Education (February 2020)**

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

### **Relationships Education, Relationships and Sex Education and Health Education (February 2019)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The DfE guidance above replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point.

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

### **23. Annex B: Teaching resources**

There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. We are members of the PSHE Association. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate. Schools should also consider drawing on the expertise of the main subject associations who often quality assure third party resources. We also recognise that schools use resources from representative bodies (e.g. many Catholic and other schools draw on the model curricula provided by the Catholic Education Service.)

Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.

This is for illustrative purposes and is not an exhaustive list.

#### **Relationships Education**

[Safeguarding: NSPCC PANTS rule with film.](#)

[Example of model primary curricula](#) from Catholic Education.

#### **Relationships and Sex Education**

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's website](#) which teachers may find helpful for their knowledge.

[Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.](#)

[Consent: PSHE Association lesson plans](#) from the PSHE association.

[LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.](#)

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from [Public Health England website with videos made by young people and resources tested with teachers.](#)

[Example model secondary curricula from Catholic education.](#)

#### **Mental health**

[Mental health and emotional wellbeing lesson plans from PSHE Association.](#)

[MindEd educational resources](#) on children and young people's mental health.

#### **Online safety**

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS for schools](#) on preventative education and managing reports of sexting.

[Thinkuknow is the education programme from National Crime Agency \(NCA\) and Child](#)

[Exploitation Online Programme \(CEOP\)](#), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

## **PSHE**

[PSHE Association Programme of study for KS1-5](#)

### **Drugs and alcohol**

[Planning effective drug and alcohol education](#) from Mentor-ADEPIS research and briefing papers with ideas for lessons

### **Extremism and radicalisation**

[Practical advice and information from Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

### **Curriculum**

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study).

Schools may wish to draw on the Citizenship programme of study in their planning.

### **Data to understand the health and wellbeing needs of the local school-age population**

[Public Health England's Child and Maternal Health Intelligence Network](#) brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible hub.

It includes [school-age health profiles](#) and [young people's health profiles](#).

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also [early years health profiles](#).

### **Recommended PSHE/RSE Resources:**

The DfE have recently published teacher training modules to assist in the planning process. Please follow the link below and scroll down to 'Secondary teacher training modules'

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Rise Above <https://riseabove.org.uk/>

Catholic Education Service <https://www.catholiceducation.org.uk/schools/relationship-sex-education>

## 24. Annex C: Cross-government strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- [Transforming children and young people's mental health provision](#) green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.
- The [drug strategy](#) 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.
- [Internet Safety Strategy](#) green paper sets out steps towards developing a coordinated strategic approach to online safety.
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Government aims to significantly reduce England's rate of childhood obesity within the next ten years. The [childhood obesity plan](#) sets out the approach to reduce childhood obesity.
- [Guidance](#) from the Chief Medical Office (CMO) on how much physical activity people should be doing, along with supporting documents.
- Over the last 18 years, the teenage pregnancy rate has reduced by 60%. However, a continued focus is needed to maintain the downward trend and narrow inequalities in rates between and within local authorities. The [Teenage Pregnancy prevention framework](#) provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services.
- Sustaining the downward trend and making further progress is one of the key objectives of the Department of Health and Social Care's [Framework for Sexual Health Improvement in England](#). These subjects provide a key opportunity to strengthen support for young people to develop healthy relationships and prevent early unplanned pregnancy.
- [Reproductive health - a public health issue](#). A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- The cross-government [loneliness strategy](#), which sets out the Government's vision for supporting individuals, businesses and communities to build and maintain strong relationships.