



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Relationships and Sex Education Policy

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Vision, Mission and Values

Vision: An inclusive community of excellence and opportunity.

Mission: Faith guides us to inspire every student to be the best they can be.

Values:

- **Respect:** We take care of ourselves, each other and our environment.
- **Compassion:** We are kind and loving towards others and the world around us as to promote the dignity of the individual.
- **Aspirations:** We expect the best of ourselves and aspire to be better tomorrow than we are today.

Virtues: We fill our students with the courage of Saint Peter and the wisdom of Saint Paul



1. Statement of Intent

Relationship and Sex Education (RSE) at Saints Peter and Paul Catholic High School both informs and draws upon the existing knowledge provided by parents, carers and where appropriate, other schools that our pupils have previously attended. Our RSE is a response to the challenge of our school Mission Statement. It involves respect, dignity, growth, health and wellbeing, community ethos and is based upon our belief in the demands and joys of the Gospel.

All teaching about love and sexual relationships in Saints Peter and Paul Catholic High School is 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. 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, is 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 RE and Personal Development 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.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Technology Acceptable Terms of Use Agreement

3. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.

- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The Personal Development Leader (RSE subject leader) is responsible for:

- Overseeing the delivery of RSE education.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. The RSE curriculum will:

- Cover the statutory requirements for relationship and sex education and citizenship to all year groups within the school.
- Provide high quality teaching and learning which is inclusive, appropriately differentiated and which responds to the needs of all students in order to enable them to achieve.
- Equip students with the knowledge and skills needed to make well informed decisions about their lives.
- Help and support students through their physical, emotional and moral development.
- Promote spiritual, moral, cultural, mental and physical development of pupils at school and of society preparing pupils for the opportunities, responsibilities and experiences of adult life.

5. Our Programme

Saints Peter and Paul Catholic High School believes that RSE is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We believe that RSE is an integral part of this education. Furthermore, our school ethos endeavours 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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Our RSE programme enshrines core pedagogical virtues. It is progressive & developmental and reflects each stage of the development of the person. The RSE curriculum is appropriate to the age and stage of development of our students during the different phases of their education which leads to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

As a Catholic school we are committed to the education of the whole person. Teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Some aspects of RSE are explored in science lessons and some more are explored in RE lessons however each is informed by the other and tied together through PSHE. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

6. Themes Covered in RSE

Equality, Sexual harassment and Violence:

- To understand the importance of gender equality and the power of language.
- To understand what is considered sexism, sexual harassment and sexual violence including sexual comments, remarks, jokes, taunting, 'banter', physical behaviour, online sexual harassment.
- To understand that sexual harassment and violence can happen to any one of any age and gender in any setting.
- To understand why as a school and society we do not tolerate sexism, sexual harassment and violence.
- To recognise unsafe behaviour and attitudes relating to gender, sexual harassment and sexual violence.
- To recognise their responsibility to challenge and report sexism, sexual harassment and violence.

Consent:

- 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)

Families:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up young people.
- What marriage is, including its 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 the raising of young people, including the characteristics of successful parenting.
- How to: determine whether other young people, 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.

Respectful relationships, including friendships:

- 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.

Intimate and sexual relationships, including sexual health:

- 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.
- 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
- The facts around pregnancy including miscarriage.
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, and where to get further help.
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted and the importance of and facts about testing.
- 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.

Online and Media

- 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 young people (including those created by young people) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online

The Law:

During each RSE session, students are informed about the law surrounding RSE topics:

- Marriage
- consent, including the age of consent
- violence against women and girls including up skirting, exploitation, online and offline behaviours.
- 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

7. Monitoring and Evaluation

The Personal Development and RE leaders will monitor the provision of the various dimensions of the RSE programme by examining schemes of work, lesson plans and samples of pupil work. Evaluation will take place through questionnaires / response sheets, or by discussion with pupils, staff and parents.

8. Review of Policy

This policy will be reviewed every 2 years by the Principal, Personal Development and RE Leaders, SLT and the Governing Body.