



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Achieve in faith with Love as a Community

Rationale and Ethos

‘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. It will also prepare pupils for life in modern Britain.

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.

This policy covers our school’s approach to developing the whole child by putting spiritual, moral, social, and cultural development at the heart of learning. It was produced by the PSHCE co-ordinator through consultation with parents and Governors. We define relationships and sex education as ‘the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health’.

We acknowledge that the role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant

influence in enabling their children to grow and mature and to form healthy relationships. In fulfilling our statutory duty to provide a full programme of health, relationships, and sex education, we recognise our roles in preparing students to make informed choices. We believe that this means we must provide our students with the most up-to-date education available.

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.

Our Mission

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"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Consultation to date

This policy has been drafted by the PSCHE leads on Primary and Secondary with the guidance of the Heads of School and the Head of RE. This policy has been put through the ethos committee in school. The curriculum for Primary has undergone a parent consultation process as well as the diocesan Primary RE advisor.

Future consultation will include:

Secondary parent group – October 2020

Secondary RE advisor – October 2020

Whole school Ethos committee

Parent consultation – November 2020

Governor's – November 2020

Statutory Guidance

From September 2020 Relationship Education is compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools; both primary and secondary. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the science curriculum. **There is no right to withdraw from Relationships Education or Health Education from 2020.**

Documents that inform the school's RSE policy include:

Education Act (1996)

Learning and skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping Children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Behaviour policy 2020/21

Inclusion and Differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Roles and responsibilities

The PSHCE Coordinator has responsibility for the provision of the RSE curriculum. All form tutors teach PSHCE including RSE, once a fortnight. Teaching staff will receive RSE training to further support the teaching of these lessons. The designated safeguarding is Mrs Cheryl Subban and Mrs Dani Collins.

Curriculum design and delivery

Our RSE programme is an integral part of our whole school PSHCE education provision and will cover all statutory expectations set out by the Government starting from 2020. We will ensure our RSE is matched to the needs of our pupils by researching and seeking advice from specialist including The PSHE Association. The RSE programme is inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief. (Equality Act 2010.) Our RSE programme will be taught through a range of teaching methods and interactive activities including guest speakers, discussion-based learning and the use of resources. High quality resources will support the provision of RSE and will be regularly reviewed. Selected resources, such as book and film clips will be used to support and promote understanding within a moral context and underpin the Catholic teachings. Learning about relationships and sex education in PSHCE lessons will complement the learning in Science and RE. Students will not be formally assessed in RSE or PSHCE lessons. An overview of the learning in each year group can be found on the website under PSHCE curriculum.

Primary Phase Curriculum

In the Primary Phase, we follow a developmental programme called 'A Journey in Love' to teach our relationships, sex education and health education. From Nursery to Year 5, the programme covers relationships and health education which is compulsory as of September 2020. Therefore, pupils cannot be withdrawn from any of the lessons covered. In Year 6, the programme covers some aspects of sex education which is not compulsory and pupils can be withdrawn from the parts of this programme that cover this (for more information please see the subject content table in the appendix on this policy).

This programme allows us to teach the pupils "that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity. In order that children may grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self-knowledge. An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development." Sr Jude Groden RSM Primary R.E. Adviser

The 'A Journey in Love' scheme will be taught in the second half of the Summer Term in PSHE lessons. **See appendix A for overview of curriculum.**

Secondary Phase Curriculum

In the secondary phase, we follow a program called 'life to the full' by Ten Ten theatre. This program will be taught from January 2020. It will be taught during PSHCE and some Religious Education lessons and delivered by form tutors and RE teachers who will receive training on facilitating sessions and delivering lessons. There is a cinema in education element of the program which utilises cinema to engage students with themes in the program. (See appendix for both an overview of themes covered in each year group and the cinema in education sessions). The introduction lesson to each year groups program starts in RE lessons, the RE teacher lays the foundation for later lessons and grounds the students in the church teaching and spiritual aspect of the topic. The remaining lessons are delivered by the form tutors.

There are **35 lessons** in 'Life to the Full' plus **7 cinema-in-education programmes**.

This means that every year group has:

- 7 lessons per year, or
- 14 lessons per year if using extended activities (recommended)
- 1 cinema-in-education programme per year, which could be delivered on a drop-down day

Sixth Form should undertake the programmes for 9-11. In future years, original material will be made available for Years 12 and 13 so there is continuous study for all students. **See appendix B for an overview of the secondary curriculum.**

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 (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.

The Right to withdraw

St Michael's Catholic School will respect 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 plan to provide the child with sex education during one of those terms.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The parent/ carer would need to request withdrawal by writing a letter addressed to the executive head teacher. Before granting any such request the head teacher has the right 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. The school will document this process and ensure a record is kept.

Safe and Effective Practice

We will ensure a safe learning environment by creating ground rules as a class which promote the respect and safe environment where students feel they can contribute to the topics. Students will be able to raise questions anonymously by writing concerns or questions in their tutor box or the central box in student support. This will be monitored by the PSHCE co-ordinator and student voice representative. In the Primary Phase, each classroom has a worry box which teachers encourage pupils to use, and this is checked on a regular basis by an adult. Sensitive issues will be handled with care and respect.

Safeguarding

Teachers are aware that effective RSE which an understanding of what is and what isn't appropriate in a relationship can lead to disclosure of a child protection issues. Disclosure made cannot be kept confidential and if a disclosure is made the following procedure will be adhered to:

Visitors/external agencies which support the delivery of RSE will be required to sign in at reception and made aware of the school's safeguarding protocol prior to the visit. Teachers are expected to differentiate their teaching as they would with any other lesson to make it accessible to all pupils including SEND.

Responsibilities of stakeholders

Governors

- draw up the RSE policy, in consultation with parents and teachers.
- ensure that the policy is available to parents.
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs.
- ensure that parents know of their right to withdraw their children.
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head Teacher

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

Parents

Parents will be able to access the policy via the school website. We are committed to working with parents by keeping them informed of what is being taught and provide additional resources and support through communications home via Parent Mail, the school website, twitter and via email is necessary. Parents have the legal right to withdraw their children from all or part of any RSE provided with the exception of the biological aspects included in the national curriculum science. If a parent/carer wishes to withdraw their child from certain lessons should request this by writing a letter addressed to their form tutor with at least a weeks' notice prior to the lesson so that arrangements can be made to remove the child from the lesson. If your child is removed from the lesson arrangements will be put in place to supervise you child for the hour lesson. It is an expectation that the teaching missed from this lesson will be taught at home. Governors will be informed of the RSE policy and curriculum along with the pupil voice and parent voice who will be used to review the policy.

PSHCE Co-Ordinator

The PSHCE/RSE Co-ordinator will work with the Head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. The PSHE Co – Ordinator for secondary will be supported by the Lead Practitioner for Catholic Life and the Heads of school. The PSHE lead for primary will work with and be supported by the head of school.

All Staff

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

Monitoring, reporting and evaluation

Learning walks will be carried out by Heads of Year and members of SLT on a termly basis. All students fill out a progress chart at the end of each lesson. Staff and student voice have a chance at the end of year academic year to give their feedback and express their opinions on PSHCE lessons including topics and tasks. Every year the PSHCE co-ordinator will review PSHCE lessons based on the statutory guidelines and feedback back the relevant people.

RSE policy review date

This policy will be reviewed on July 2022 it will be reviewed by the PSHCE coordinator and brought to the Governors if there is a significant change to policy and practice. This ensures that it continues to meet the needs of pupils, staff, and parents and that it is in line with current Department for Education advice and guidance.

Appendices

A: Primary Curriculum overview

Nursery	'Wonder at God's Love' Pupils will learn to understand their special place in God's creation and that God made everyone to be different – hand size, eyes, faces. They will also learn to recognise different facial expressions and how they link to happy and sad feelings.
Reception	'God loves each of us in our uniqueness' Pupils will continue their learning from Nursery in recognising differences and discuss whether it matters that they are different to others. They will learn to understand that we are all special to God and that even though we are all different, we all grew in our mummy's wombs like God planned. They will also begin to learn why it is important to have friends and that Jesus will always be our friend.
Year 1	'We meet God's love in our family' Pupils will start to learn about the importance of family relations and how to help and care for others at home. They will also learn that everyone was born into and is a part of God's family and that even those who grow up without family relations are a part of that. Pupils will also discuss some of their happiest and saddest times and how love is shown in the family, whether it be relations or God, consistently throughout these events.
Year 2	'We meet God's love in the community' Pupils will extend their learning from Year 1 and progress from belonging in a family to belonging in a community. Pupils will begin to understand the importance of belonging to a community and how communities help us to develop our feelings, even if we feel alone.
Year 3	'How we live in love' Pupils will start to look at how they are changing and how they should grow healthily, linking in with their science topics of healthy teeth and healthy eating. They will also explore how to keep themselves and others safe by following rules like that of the road or classroom rules. In addition, pupils will learn how to be a supportive friend and to recognise the difference between being alone and being lonely.
Year 4	'God loves us in our differences' Pupils will build on their learning from Year 3 and continue to look at change in the body. They will learn the names of different body parts for boys and girls and the functions that God gave them. They will also learn that, just how we have grown and changed from being a baby, babies also grow and change inside their mother's wombs. Pupils will learn the stages at which a baby grows from conception up until birth. Pupils will also learn to accept who they are and appreciate their own and others gifts and talents. Alongside this, they will learn how to recognise positive and negative emotions and how to deal with them.
Year 5	'God loves me in my changing and development' Pupils will celebrate their changes since birth including external and internal changes. These changes include puberty and how their bodies will prepare for adulthood externally and how hormones will affect their emotional development.

	<p>Pupils will learn to recognise that these changes are a natural part of human growth and will allow them to, one day, become mothers and fathers.</p>
<p>Year 6</p>	<p>‘The wonder of God’s love in creating new life’</p> <p>As part of Relationships education, pupils will learn how relationships develop and that there is a circle of love in life which includes making love, new life, give and take of love, first signs of romantic love, choosing a fiancé(e), and marriage. <u>Relationships education is compulsory as of September 2020.</u></p> <p>In this topic, as part of sex education, pupils will be taught the process of how human life is conceived and that sexual intercourse is <i>‘a joyful expression of their love for each other and is an act of self-giving between two people who want to give everything of themselves to the person they love and respect’</i> (A Journey in Love, SR Jude Groden). Pupils will be well informed and know the facts around reproduction and sexual relationships. They will recognise that sex and sexual relationships are a natural part of adult life. This allows pupils to be well prepared for the next stage of life, and for the secondary relationships, health and sex education curriculum. <u>Sex education is not compulsory</u> (please see the section of the policy which has information about withdrawing your child).</p> <p>As part of health education, <u>which is compulsory as of September 2020</u>, pupils will also learn about pregnancy and the stages up until birth. Sex education is not compulsory in the Primary Phase and if you wish to withdraw your child from this please refer to the section of the policy for the procedure of doing so.</p>

Appendix B: Secondary curriculum overview.

Scheme of Work

Life to the Full Secondary

Ten:Ten
Resources

Year 7

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Session 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Session 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Session 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Session 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Session 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Session 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Scheme of Work

Life to the Full Secondary

Ten:Ten
Resources

Year 8

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Session 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Session 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Session 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Session 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Session 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Session 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Scheme of Work

Life to the Full Secondary

Ten:Ten
Resources

Year 9

	Core Theme	Session Title	Description
Session 1	Religious Understanding	The Search for Love	The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
Session 2	My Body	Love People, Use Things	Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
Session 3	Emotional Well-Being	In Control of My Choices	Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
Session 4	Life Cycles	Fertility and Contraception	Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
Session 5	Personal Relationships	Marriage	Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
Session 6	Keeping Safe	One Hundred Percent	Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
Session 7	Wider World	Knowing My Rights and Responsibilities	The reality of sexual exploitation brings to light our human rights and responsibilities.

Scheme of Work

Life to the Full Secondary

Ten:Ten
Resources

Year 10

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
Session 2	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
Session 3	Emotional Well-Being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
Session 4	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
Session 5	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Session 6	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
Session 7	Wider World	Solidarity	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Self-Worth	This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
Session 2	My Body	Addiction	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
Session 3	Emotional Well-Being	Eating Disorders	This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
Session 4	Life Cycles	Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued.
Session 5	Personal Relationships	Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
Session 6	Keeping Safe	STIs	In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Session 7	Wider World	Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.

Appendix C

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Controversial or Sensitive issues There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, managing difficult questions, Page 23 for more detail) Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.