



# St Robert of Newminster

Catholic School & Sixth Form College

## RSHE Policy 2023-24

Let Your Light Shine



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

## School Vision & Mission

At St Robert of Newminster we recognise that each individual member of our community is created in God's image with unique talents and abilities. We nurture each person through loving relationships and rich daily experiences centred on the teachings of Christ. We affirm the dignity of each individual and our values underpin everything we do across our school, with and for each student and member of staff to enable them to 'Let their light shine'.

### St Robert's Values:

#### Faith

A prayerful community rooted and **guided** by the teachings of **Jesus**

#### Respect

A diverse community, created in the image of God, whose members are treated with **respect** and **dignity**

#### Vocation

A **hard-working** community that helps people recognise their own **unique purpose**

#### Excellence

A **dedicated** community that strives for excellence in our **learning** and **conduct**

#### Aspiration

A community built upon high **expectations** of ourselves and others

#### Integrity

A just community with a firm understanding of what is **right**, that acts with **honesty** and **Kindness**



In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships and sex education in the school.

### **Implementation and Review of Policy**

This policy will be reviewed every year by the Head teacher, RSHE Co-ordinator, the Governing Body, staff and parents. The next review date is November 2024.

### **Defining RSHE**

The Department for Education (DfE) guidance states that **“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”** 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 Secondary schools RSHE, the Catholic Education Service believe that “schools should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

### **Curriculum Intent**

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.

### **Inclusion & Adaptive Teaching**

We will ensure RSHE 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.

### **Equalities Obligation**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity/paternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Broad content**

Ten Ten's new programme, **Life to the Full**, will teach Relationship and Sex Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. The programme will deliver teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSHE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information about Ten Ten can be found at their website:

<https://www.tentenresources.co.uk/>

**Year 7 Substantive Knowledge**

By the end of the RSHE unit in Year 7 pupils should be able to demonstrate knowledge of:

**1. Religious understanding of the body:**

- The belief that humans are created in the image of God (imago dei)
- The belief that humans are one person, made of body and soul
- All people have value and dignity (should be treated with respect)
- How to recognise respect for themselves and others

**2. Changes in puberty:**

- The physical and emotional changes people go through during puberty
- How to look after their changing bodies (how to stay healthy)
- How to take responsibility for personal hygiene
- Understand that people will have different body shapes, sizes, and attributes

**3. What contributes to self-esteem:**

- How self-esteem can affect a person's confidence
- How body image can lead to high or low self esteem
- Different techniques that can help to increase a person's self esteem

**4. Where we come from:**

- Sexual intercourse within a scientific, moral, and religious context
- How humans reproduce
- The terms fertility and menstrual cycle

**5. Family and Friends:**

- The features of positive and stable relationships between family and friends
- The different family structures within society
- How to deal with conflict, where to seek support and the qualities of true friendship

**6. My life on screen (this lesson is taught in addition to a wider online safety curriculum):**

- What a positive digital life looks like
- How images and attitudes online can affect self esteem
- How to stay safe online and minimise risky behaviour

**7. Living Responsibly:**

- How to show respect to others and themselves
- How to play a responsible part in the community
- What is meant by social responsibility?

### Year 7 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 7 pupils should be able to demonstrate knowledge of the following key concepts:

Concept	Definition
<b>Body</b>	The physical and material structure of a person
<b>Soul</b>	The spiritual or immaterial part of a person
<b>Imago dei</b>	The belief that humans were created in the image of God
<b>Puberty</b>	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood
<b>Personal hygiene</b>	How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean
<b>Self esteem</b>	Having confidence in your own ability and showing yourself respect
<b>Sexual Reproduction</b>	Where the genetic material from two individuals mixes to create offspring (a child/children)
<b>Social Responsibility</b>	Where the actions of an individual or group benefit the whole of society

**Year 8 Substantive Knowledge**

By the end of the RSHE unit in Year 8 pupils should be able to demonstrate knowledge of:

**1. Created and Chosen:**

- The belief that humans were created and chosen by God
- The science of being unique
- Issues associated with fitting in and standing out (e.g., fitting in with a group that may not share your principles or views / standing out due to something that makes you unique/different)

**2. Appreciating differences:**

- The differences between male and females
- Issues surrounding gender stereotypes, identity, and dysphoria
- The importance of equality and celebrating our uniqueness
- Different perspectives regarding gender and transgender identity
- How bullying and marginalising people is always wrong

**3. Feelings:**

- What is meant by sexual attraction?
- The importance of self-control, mutual respect, and kindness
- The Catholic belief about the importance and value of sex and sexual attraction

**4. Before I was born:**

- The miracle of life from conception to birth
- The ending of pregnancy prematurely through miscarriage or deliberately through abortion
- The different beliefs people hold about when life begins

**5. Tough relationships:**

- The terms prejudice and discrimination (historical and current)
- The term privilege and the protected characteristics
- How to resist judgement of others
- British values of tolerance and mutual respect

**6. Think before you share:**

- The social, personal, and legal consequences of sharing images of a sexual nature
- Their own digital footprint and the impact this may have in the future
- Issues surrounding pornography and online exploitation

**7. Wider World:**

- The issues of prejudice, discrimination, and homophobic bullying
- The value and dignity of humans irrespective of culture, race, religion, sexual orientation, choices, and attitudes

### Year 8 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 8 pupils should be able to demonstrate knowledge of the following key concepts:

Concept	Definition
<b>Stereotype</b>	An unfair and untrue belief that someone has about another person's characteristic
<b>Equality</b>	Having an equal opportunity to make the most of your life and talents
<b>Gender</b>	The characteristics of women, men, girls, and boys that are socially constructed
<b>Transgender</b>	A person whose gender identity does not link with the sex registered for them at birth
<b>Conception</b>	The action of conceiving a child (For Catholics, this is the moment that life begins)
<b>Discrimination</b>	The unjust and unlawful treatment of someone due to their protected characteristics
<b>Protected Characteristics</b>	The characteristics that people have which are protected under British law e.g., age, disability, sexual orientation
<b>Digital Footprint</b>	The information about a person that exists on the internet as a result of their activity



Year 9 Substantive Knowledge

By the end of the RSHE unit in Year 9 pupils should be able to demonstrate knowledge of:

**1. The Search for Love:**

- The different ways in which people love
- Romantic love, sexual attraction, and intimacy
- Different views about the purpose of sex
- The Catholic approach to pre-marital sex

**2. Love people, use things:**

- Views about sexual desire, casual sex, pornography, and masturbation
- That we should love people and use things (not vice versa)

**3. In control of my choices:**

- The difference between love and lust
- The importance and benefits of delaying sexual activity
- How values, attitudes and beliefs influence choices

**4. Fertility and Contraception:**

- Methods of contraception for the purpose of managing or achieving conception
- The difference between artificial and natural methods of contraception
- The Catholic Church's teaching on contraception

**5. Marriage:**

- Know the different types of committed relationships (civil marriage, civil partnership, forced marriage, monogamy etc.)
- Know the Catholic teaching on marriage as a sacrament

**6. One Hundred Percent:**

- What is meant by consent?
- What is meant by non-physical, online, and physical consent
- The issues surrounding sexting and consent

**7. Knowing my rights and responsibilities:**

- That sexual exploitation and harassment is always wrong
- How human rights are there for our protection
- The typical human rights issues (e.g., prisoners voting)
- How to act against injustice in our school and in the community

### Year 9 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 9 pupils should be able to demonstrate knowledge of the following key concepts:

Concept	Definition
<b>Romance</b>	A feeling of mystery and excitement associated with love
<b>Intimacy</b>	The feeling of wanting to be close to another person
<b>Pornography</b>	Printed or visual sexually explicit material
<b>Masturbation</b>	Stimulation of the genitals for sexual pleasure
<b>Contraception</b>	A natural or artificial method of preventing pregnancy from occurring
<b>Marriage</b>	A legal union between two people
<b>Forced Marriage</b>	A union where one or both partners do not consent to the marriage, and they may feel pressured into it
<b>Consent</b>	Permission for something to happen or an agreement to do something

**Year 10 Substantive Knowledge**

By the end of the RSHE unit in Year 10 pupils should be able to demonstrate knowledge of:

**1. Authentic Freedom:**

- The issues surrounding peer pressure, love, sex and responsibility
- The objective reality of sex and pregnancy
- The importance of personal and authentic freedom (sex as a loving gift of self)

**2. Self-Image:**

- The themes of body image, body shame and both the positive and negative ways of feeling attractive and confident
- The importance of human dignity (ensuring we have value and respect for ourselves and our bodies)
- Ways in which we can develop confidence in our bodies

**3. Beliefs, Values and Attitudes:**

- The importance of knowing our own beliefs, values and attitudes
- How to make decisions that do not go against our beliefs, values and attitudes
- How to interrogate their own core values and consider how faith can offer courage

**4. Parenthood:**

- What it means to be a parent
- Key concepts such as love, dedication, obligation, commitment, sacrifice and responsibility
- The Catholic belief about marriage as the ideal foundation of parenthood and family life

**5. Pregnancy and Abortion:**

- Their own opinions and values toward abortion
- The stages of life in the womb and the teaching of the Catholic Church on abortion
- The different types of pregnancy, including unplanned and involving disability

**6. Abuse:**

- The different types of abuse, including physical, emotional, domestic and neglect
- Issues associated with entrapment, manipulation, sexual grooming, cyber-bullying and pornography
- How to be vigilant to abuse in our own and others relationships / encouraging people to speak out against abuse

**7. Solidarity:**

- How small acts of charity can make a difference on a wider scale
- Catholic Social Teaching of 'integral ecology'
- How to live wisely, think deeply, and love generously (solidarity)

### Year 10 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 10 pupils should be able to demonstrate knowledge of the following key concepts:

Concept	Definition
<b>Peer Pressure</b>	Being influenced by people in your class, year, sports team, friendship groups
<b>Authentic Freedom</b>	Knowing who you are and living your life based on your values and beliefs
<b>Body Image</b>	A person's attitude, belief and perception of their own body
<b>Values</b>	Your principles or standards of behaviour e.g., being honest
<b>Parenthood</b>	The responsibilities involved in being a parent
<b>Dedication</b>	Showing commitment to a person or a task e.g., a parent toward a child
<b>Abortion</b>	The deliberate removal of the foetus from the womb before it can survive
<b>Abuse</b>	Cruel treatment of a person (this can be both physical and emotional)

Year 11 Substantive Knowledge

By the end of the RSHE unit in Year 11 pupils should be able to demonstrate knowledge of:

**1. Self-Worth:**

- How to respect themselves and others
- The importance of self-respect and human dignity

**2. Addiction:**

- The dangers and risks of drug addiction
- The pull of short-term highs and the importance of maturity
- Their own patterns or tendencies to addiction

**3. Eating disorders:**

- How poor emotional health can be a contributing factor to eating disorders
- How to improve their own well-being
- Their own complexities and needs

**4. Birth control:**

- The Catholic attitude linked to the importance of the gift of fertility
- The different types of contraception (artificial and natural)
- The choices people can make regarding contraception

**5. Pornography:**

- How adult content can influence people's behaviour and how people think about themselves
- The struggles that young people have with pornography due to its availability and presentation of sex
- The power of sexual desire and how this should be channeled responsibly

**6. Sexually Transmitted Infections (STI):**

- How risky behaviours can have consequences such as STIs
- The reality of STI and the actions/behaviours that can lead to them
- How promiscuity, drug addiction and drug misuse can increase the risk of STI

**7. Coercive Control:**

- What is meant by coercive control?
- How this type of abusive relationship can develop
- Issues such as rape, victim blaming, sexism and misogyny






### Year 11 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 11 pupils should be able to demonstrate knowledge of the following keyconcepts:

Concept	Definition
<b>Self-Worth</b>	Having confidence in yourself, your own ability and showing yourself respect
<b>Addiction</b>	Being dependent on a particular substance or activity e.g., pornography, alcohol or drugs
<b>Eating disorders</b>	A condition where a person has irregular or abnormal eating habits
<b>Artificial contraception</b>	A human made method of preventing pregnancy from occurring e.g., condoms and the contraceptive pill
<b>Natural contraception</b>	A natural method of preventing pregnancy from occurring
<b>Sexual Desire</b>	The motivation to engage in sexual activity
<b>STI</b>	A disease caused by infection passed through unprotected sexual contact
<b>Coercive Control</b>	A pattern of controlling, threatening and humiliating behaviour from one person to another

# CINEMA-IN-EDUCATION SESSIONS

Available now

<b>Year 7</b> 	<b>Year 8</b> 	<b>Year 9</b> 	<b>Year 10</b> 
<p>Session 1: Film and discussion session</p> <p>Session 2: Seeking and Offering Support</p> <p>Session 3: Looking in the Mirror</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Trust the Truth (Part 1)</p> <p>Session 3: Trust the Truth (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: The Gift of Self</p> <p>Session 3: The Gift of Sex</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Responding to an Unexpected Pregnancy</p> <p>Session 3: Safe Sex or Save Sex?</p>
<b>Year 11</b> 	<b>Year 12</b> 	<b>Year 13</b> 	
<p>Session 1: Film and discussion session</p> <p>Session 2: Truth or Lie? (Part 1)</p> <p>Session 3: Truth or Lie? (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Life in Sixth Form (Part 1)</p> <p>Session 3: Life in Sixth Form (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Human Trafficking (Part 1)</p> <p>Session 3: Human Trafficking (Part 2)</p>	<ul style="list-style-type: none"> <li>- Each session fits into a 50-minute lesson;</li> <li>- "Film and Discussion" sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so are best being led by members of staff confident leading this aspect of the work.</li> </ul>



### Overview of Statutory Health Curriculum Year 7-11

#### Emotional and Mental Health:

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>▪ Being unique, self-esteem and health</li> <li>▪ Managing disappointment</li> <li>▪ Talking about feelings</li> <li>▪ Feelings and behaviour</li> <li>▪ Learning from mistakes</li> <li>▪ Boosting my mood</li> <li>▪ Feeling low</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connecting with others</li> <li>▪ Anxiety &amp; Depression</li> <li>▪ Mental health stigma</li> <li>▪ Unhealthy comparison</li> <li>▪ Positive self-talk</li> </ul>	<ul style="list-style-type: none"> <li>▪ What affects mental health?</li> <li>▪ Managing per approval</li> <li>▪ Isolation and mental health</li> <li>▪ Support for mental health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing self-esteem and confidence</li> <li>▪ Preparing for change</li> <li>▪ Stress, anxiety, and depression</li> <li>▪ Unhealthy coping, warning signs and triggers</li> </ul>

#### Drugs, Alcohol and Tobacco:

Year 7	Year 8	Year 9	Year 11
<ul style="list-style-type: none"> <li>▪ Tobacco, vaping, and cannabis</li> <li>▪ Attitudes of young people to alcohol</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attitudes toward substance misuse</li> <li>▪ Alcohol – impact of alcohol / units</li> </ul>	<ul style="list-style-type: none"> <li>▪ Illegal drugs and the law</li> <li>▪ Impact of drugs on the community</li> <li>▪ Recreational drug use</li> <li>▪ Substance misuse and Emergency Help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Substance, reputation, and life chances</li> <li>▪ Substance misuse</li> <li>▪ Substance misuse and choices</li> </ul>



**Internet Safety & Harms:**

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>▪ Body Image</li> <li>▪ Online Personality</li> <li>▪ Online Privacy</li> <li>▪ Social Media as a positive influence</li> </ul>	<ul style="list-style-type: none"> <li>▪ How has technology changed the workplace</li> <li>▪ Media influence</li> <li>▪ Substances and the media</li> <li>▪ What does the internet know about me?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What affects mental health?</li> <li>▪ Managing peer approval</li> <li>▪ Isolation and mental health</li> <li>▪ Support for mental health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you become too reliant on social media?</li> <li>▪ Managing my online profile for future employers</li> <li>▪ Sexting</li> <li>▪ Different online behaviours</li> <li>▪ Pornography</li> </ul>

**Physical Health and Fitness / Healthy Eating / Health & Prevention:**

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>▪ Basic first aid</li> <li>▪ Fit and active</li> <li>▪ Food choices</li> <li>▪ Personal hygiene and oral health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic first aid</li> <li>▪ Mental benefits of physical activity</li> <li>▪ Taking responsibility for my health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic first aid</li> <li>▪ Influences on physical activity</li> <li>▪ Prevention of infection</li> <li>▪ Sleep and relaxation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic first aid</li> <li>▪ Cancer prevention</li> <li>▪ Finding and using health services</li> <li>▪ Sleep, rest, and study</li> </ul>

### RSE Curriculum Substantive Content Year 12-13



Our 6<sup>th</sup> Form Relationships, Sex and Health Education & PSHE is provided using the Chameleon PDE resources – the following areas are covered throughout Year 12 and Year 13:

RSE	Health & Wellbeing	Personal Skills & Development	Future choices and money
<ul style="list-style-type: none"><li>▪ Sexual Health: Contraception &amp; Choices</li><li>▪ Sexual Health and Sexually Transmitted Disease/Infection</li><li>▪ Managing challenging relationships</li><li>▪ Online Dating and Personal Safety</li><li>▪ Pregnancy and Parenthood</li><li>▪ Sexuality and Sexual Orientation</li><li>▪ Gender Diversity</li><li>▪ Respectful and Assertive Communication</li><li>▪ Influence of faith and culture on relationships</li><li>▪ Online Dating</li><li>▪ LGBTQI+</li></ul>	<ul style="list-style-type: none"><li>▪ Driver Safety</li><li>▪ Attitudes to Drugs</li><li>▪ Healthy eating on a budget</li><li>▪ Keeping physically healthy</li><li>▪ Young adult illness</li><li>▪ Managing mental health</li><li>▪ Managing and study and exam stress</li><li>▪ Mental health issues and strategies</li><li>▪ Prioritising mental health</li><li>▪ Suicide prevention</li><li>▪ Resilience</li><li>▪ Contraception</li></ul>	<ul style="list-style-type: none"><li>▪ Goal setting and contingency planning</li><li>▪ Marketing yourself</li><li>▪ Building a positive online profile</li><li>▪ Personal Statements and CVs</li><li>▪ Taking a gap year</li><li>▪ Career research</li><li>▪ Work experience</li></ul>	<ul style="list-style-type: none"><li>▪ Work or study; next steps</li><li>▪ Career ambitions</li><li>▪ Customer service and customer rights</li><li>▪ Money matters</li><li>▪ Offers and application</li><li>▪ Finance</li><li>▪ Budget</li><li>▪ Travel safety abroad</li></ul>

## **Parents & 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 access to resources to help parents/carers to find out more.

Parents continue to have the right to withdraw their children from Sex Education 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 head teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Relationship's education, relationships and sex education (RSE) and health education: FAQs**

*Q: Do I have a right to withdraw my child from Relationships and Sex Education?*

*A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.*

*There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.<sup>1</sup>*

## **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 RSHE 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 RSHE (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.

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<sup>1</sup> <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

### **Teaching of the curriculum**

Responsibility for the specific relationships and sex education programme lays with pastoral tutors. However, all staff will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. They will ensure that all teaching is rooted in Catholic principles and practice.

### **PSHE/RSHE Co-Ordinator**

The co-ordinator with the senior link and 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 RSHE and the provision of in-service training.

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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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.

### **Questions**

The governors want to promote a healthy, positive atmosphere in which RSHE 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 RSHE. These may be matters 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 RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### **Support**

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Confidentiality and Advice**

All lessons, especially those in the RSHE 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. 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 circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring & Evaluation**

The RSHE Co-ordinator 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 annually. Governors remain ultimately responsible for the policy.