



## Relationships and Sex Education Policy

### Contents

- [1.](#) Philosophy, Introduction, aims
- [2.](#) Roles and responsibilities
- [3.](#) Complaints
- [4.](#) Withdrawal Procedures
- [5.](#) Monitoring and Evaluation

### Policy history:

<b>Approved by:</b>	Full Governing Board		Date: Advent Term 2024
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<b>Version</b>	Internal		

### Linked policies and procedures:

Policy Name
Equality and cohesion policy
Child protection and safeguarding policy
British Values Policy
Curriculum Policy
PSHE Policy

# 1. Philosophy

As a Catholic school, it is our mission is to build a community based on the love of Jesus in which everyone can flourish spiritually, morally and academically. Therefore, education for personal relationships is part of a whole school approach to personal and social development and is guided by the values and teachings of the Catholic Church.

At St Paul's we are guided by the principles of Catholic Social Teaching, in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles permeate our RSE curriculum and are shared with our students.

We believe that Jesus is present in the day-to-day life of our community and that each member of our community has a divine origin and an eternal destiny. Therefore, the delivery of education for personal relationships is a continuous process, based on a planned, balanced and cross-curricular programme throughout the school and is placed in the context of and supported by the strong Catholic identity of the school itself and the mission statement that drives our school 'To Love, Serve and Do The Best That is Possible.'

The school recognises the importance that RSE can play in contributing to the development of healthy young people. This policy is designed to ensure that our pupils have access to all the teaching and resources that are required to enable them to understand, form and maintain safe and healthy relationships and make safe, informed and prudent judgements about relationships, sex and keeping themselves healthy.

*Christ's call to salvation is personal to each of us but is secured through our relationships with others (cf John 15:12; 1 John 4:20).*

## Introduction

RSE is compulsory in Local Authority state schools. RSE must be provided to all pupils as per the [Children and Social work act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

In June 2019, the DfE issued updated [statutory guidance](#) regarding the summary of requirements for the teaching of RSE and Health Education in maintained secondary schools. These requirements form the basis of this policy.

**Definition** *"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching"*

*Sex and Relationships Education guidance 2000*

The 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 student'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. In secondary school, the curriculum is as follows.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and

personal identity. RSE involves a combination of sharing information and exploring issues and values.

### **Aims**

1. To encourage a vision of close loving relationships as a special gift from God through:
  - Encouraging all of our students to take personal responsibility for all forms of behaviour and therefore be able to understand consequence for actions
  - Encouraging the development of self-esteem and confidence
  - Developing the students' responsibility, self-respect and self-discipline in their relationships with others
  - Encouraging equal respect /care and consideration for others.
    - a) To regularly review the programme and resources for Relationships and Sex education in PSHE for Years 7 to 13 to ensure that the materials and the delivery fulfil all the stated aims of the policy.
    - b) To teach in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
2. To provide opportunities for students to develop the knowledge, understanding, skills and attitudes which will help them reflect on their relationships with others to understand physical, emotional and moral risks and to make informed choices through critical thinking. We aim to:
  - a) Encourage all pupils to talk, listen and think about feelings and relationships
  - b) Provide knowledge and understanding of risks associated with all relationships and how to protect themselves.
  - c) Monitor and evaluate the effective delivery of the programme through learning walks, discussions with pupils and sharing of good practice through meetings.
  - d) Evaluate the success of the programme through carrying out a survey of parents, staff and students
  - e) Provide a PSHE programme which is appropriate to the age and gender of the student
3. To prepare students for the opportunities, responsibilities and experiences of life and the importance of marriage, family life and parenthood through:
  - a) Providing opportunities to enable students to relate their learning to life and develop confidence and leadership qualities in this area.
  - b) Ensuring that pupils know who they can turn to for support on any RSE topic outside of the classroom.
  - c) Supporting any pupil who feels bullied in relation to any protected class from within the Equalities Policy. This will include acting against any perpetrator who is deemed to have caused unhappiness through comments either verbal, written or by using social media.
4. To provide support and information for students, staff and parents through:
  - a) Understanding that some pupils are more vulnerable to abuse and exploitation than their peers. Identifying and distributing the signs through Safeguarding training.
  - b) Explaining to parents their legal right to withdraw their child from an RSE Course: publishing this on the school's website,
  - c) Providing individualised support for parents on a need's basis in the first instance through the Year leader and pastoral assistant.
  - d) Providing support for staff on a need's basis
  - e) Involving outside agencies where appropriate to help with the delivery of topics and to enhance the work being done in school

## f) Using school assemblies and Collective Worship

In order to meet the aims and objectives outlined above RSE is delivered through the subject areas of Science, RE and PSHE. In so far as is practicable, the delivery of physiological information given in Science classes will be accompanied by moral and spiritual consideration in RE and PSHE lessons. In all cases the moral and ethical guidelines from the Church's teaching will be reinforced with the emphasis firmly placed on personal responsibility and following Jesus's example of love, acceptance and respect. Lessons are grounded in Bible scripture and explicit connections are made. Outside agencies and assemblies are used to supplement the RSE curriculum.

Our curriculum aims complement the role of the parents/guardians as their children develop into adulthood. The programme affirms our Catholic beliefs in the unique dignity of the human person made in the image and likeness of God. At the heart of Christian life is the belief in the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all of creation. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

## 2. ROLES AND RESPONSIBILITIES

### **Governors**

In accordance with the Education Act of 1993 the Governing Board will keep up to date the school's policy for RSE, in consultation with parents and will make copies of the policy available to them.

### **Headteacher**

The Headteacher will have overall responsibility for the delivery of RSE in accordance with statutory requirements and with the teaching of the Catholic Church. The Headteacher will delegate specific responsibilities appropriately.

### **PSHE coordinator**

The PSHE Coordinator is Miss Naomi White, who has responsibility for the provision of the PSHE and RSE curriculum. All Form Tutors teach PSHE weekly. The designated Safeguarding lead is Mr Paul Knight Assistant Headteacher. The PSHE/RSE link on the school's Leadership Group is Mrs Laura Maw Assistant Headteacher.

### **All staff**

RSE is a whole school responsibility.

All staff have a responsibility of care. They should contribute to the guidance of the physical, moral and spiritual well-being of all their students throughout any lesson. Skills will be taught across the curriculum to support with decision making, care and concern and evaluation. Teachers who are asked to teach aspects of RSE through Science, RE or PSHE should ensure that they do so in accordance with the Catholic ethos of the School.

Staff training for the teaching of RSE is included in our CPLD calendar when appropriate, which may include training from visitors or outside professionals. Visitors and/or outside professionals will be required to deliver any training within the Catholic context of the School, making their training materials available for advance checking and/or discussion where appropriate.

Staff were consulted using a feedback form during the development of the RSE curriculum. There are staff feedback sheets available for every lesson so that instant reflections or suggestions can be fed back to the PSHE team after teaching a lesson. A staff feedback survey is conducted at the end of each cycle of RSE teaching.

All members of staff have a duty to support and or guide pupils to someone who can support them. The Year leader / Pastoral assistant will normally be the first port of call.

*'No school, or individual teacher, is under a duty to support promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on RSE and to meet duties under equality and human rights law'. Sex and Relationships Education in schools briefing paper April 2016.*

## **Students**

Students should be willing to listen to the teaching of the Church, and they should have a concern for, and accept responsibility for, their knowledge and understanding of their sexual development. They should become aware and tolerant to a variety of other views regarding moral issues related to RSE.

Students were consulted using a feedback form during the development of the RSE curriculum. A pupil feedback survey is conducted at the end of each cycle of RSE teaching. There are also opportunities for pupils to join curriculum development focus groups in order to shape the curriculum and resources in particular subject content areas, for example, 'Representation of Males in RSE'. These are advertised and open to all pupils.

## **Parents**

Recognising that parents are the primary educators of their children, the school will seek, through its RSE programme, to support them. Students are encouraged by their teachers to discuss freely with their parents all matters concerning RSE. We are in ongoing open consultation with parents regarding teaching of RSE at St Paul's via our website; questions and feedback are welcomed as we continue to work in partnership with parents.

## **The Wider Community**

The school will make appropriate use of external agencies and their personnel, provided they are able to adhere to the school's guidelines which are rooted in the teachings of the Catholic Church.

This can include but is not limited to health professionals, social workers, youth workers, peer educators and counsellors.

We ask all concerned at the school with the education of our young people to be mindful of the great responsibility placed upon them by the church and to abide by these principles in their dealings with pupils.

## **Confidentiality**

While students will be offered sensitive and appropriate support, they must be made aware that certain information cannot be kept confidential and if disclosures are made, the following procedures will be adhered to:

- i. Disclosure or suspicion of possible abuse – the school Child Protection Officer will be informed. (See Child Protection/Safeguarding Policy)
- ii. Disclosure of Pregnancy or sexual activity
  - The school will encourage students to inform their parents

- The member of staff to whom the disclosure has been made will consult with the Headteacher
- If a pupil feels unable to talk with his/her parents, the Headteacher will seek to advise his/her in line with the teaching of the Catholic Church and, if thought necessary, will refer him/her to the GP or the school nurse and parents will be informed regardless of age.

Students thought to be 'at risk' will be supported by the Head of Year, Pastoral assistant and safeguarding lead other agencies (e.g. Police, Social Services) will be involved as necessary.

### **Inclusion and differentiated learning needs**

We will ensure RSE is sensitive to the different needs of individual students in respect to students' 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 students 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.

### **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 students, will help to create a supportive climate for discussion. It is deemed essential that any questions that suggest wider concerns are followed up by referral to the safeguarding team.

## **3. Complaints Procedure**

Any complaints about the delivery of RSE or the PHSE curriculum shall be made to the Headteacher who will follow the normal Complaints Procedure.

## **4. Withdrawal Procedures**

Parents have the right to withdraw their children from the components of sex education within RSE, which are not a statutory part of the Science curriculum, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Students can only be withdrawn from the sex education elements of the RSE curriculum which do not overlap with the science curriculum.

In the curriculum at St Paul's, covers the following areas of focus: -

- Year 7: No non-statutory sex education included
- Year 8: No non-statutory sex education included
- Year 9: Sexual assault and rape including the myths surrounding these things (2 lessons)
- Year 10: Pornography, the Media and Sex (although there would be some relationships teaching within this lesson that would have to be completed if the student was withdrawn) Sextortion and revenge pornography
- Year 11: Risky sexual behaviour

- Parental withdrawal can only be requested on a small number of lessons as identified above. It cannot be requested as a blanket option for all lessons as these cover relationship or statutory sex education content which are not included under the withdrawal option.
- All parents who request the withdrawal of a child should be invited to a meeting with either JHY (head-teacher), LMW (assistant head-teacher) or NWE (RSE and PSHE lead)
- If SEND students (with more specific needs) are identified as requiring alternative delivery mechanisms or adaptations to the curriculum, for example in 1:1 or small group support, parents/guardians will be made aware.
- Students who are 16 (or three-terms younger) who have been withdrawn by parents, have the opportunity to opt themselves back in; students will be made aware of this if withdrawal is requested. For good practice, these students should be invited into the meeting with parents and guardians to provide full transparency.
- Parents/Guardians are welcome to request pdfs of the lessons, to either facilitate support at home, or to make their decisions about participation; these are available upon request: [naomi.white@st-pauls.org.uk](mailto:naomi.white@st-pauls.org.uk)

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record.

The headteacher will discuss the request with parents and take appropriate action or will delegate the matter to the assistant headteacher and Head of PSHE/RSE who will do the same on her behalf. Alternative work will be given to pupils who are withdrawn from sex education which may cover relationships or statutory sex education aspects of lessons they will be missing.

## 5. Monitoring and evaluation

The PSHE/RSE Lead, and Year Leaders will monitor the provision of the curriculum by carrying out PEER reviews which will include the examination of plans, schemes of work and samples of students work as well as learning walks.

**Review Date: 2028/29 by the Leadership Group for presentation to the Full Governing Body**

## Appendix 1.

Extract from [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance \(DfE Statutory requirements published June 2019\)](#)

## By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li></ul>



	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>



## Appendix 2

### Multi-disciplinary instances of content RSE – Science Curriculum Content

- The facts about the full range of the contraceptive choices, efficacy and options available
- The facts around pregnancy and miscarriage
- How different STIs, including HIV / AIDs, are transmitted, how risk can be reduced through safe sex (including through condom use) and the importance of the facts about testing
- The characteristics of a healthy lifestyle and the links between inactive lifestyle and ill health, including cancer and cardio-vascular health
- About the science relating to blood, organ and stem cell donation
- How to maintain healthy and the links between poor diet and health risks, including tooth decay and cancer
- About personal hygiene, germs including bacteria, viruses, how they spread, treatment and prevention of infections, and about antibiotics
- The facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females during adolescence and the implications for their emotional and physical health

### RSE – RE Common Curriculum Content

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- #What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregulated 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 long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including characteristics of successful parenting
- 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 orientations or disability, can cause damage (e.g., how they might normalise nonconsensual 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
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- 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
- 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 friendships

- 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 and menopause
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STI's), including HIV / AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- How to get further advice, including how and where to access confidential sexual reproductive health advice and treatment
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or other's mental health.