



# RELATIONSHIPS & SEX EDUCATION POLICY

Approved by the Governing Body with effect from  
1<sup>st</sup> May 2022

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Signed by Chair of Governors 

Review Date: 1<sup>st</sup> May 2023

All of our policies are directly derived from our Mission Statement:

“Our Lady & St John Catholic College aims to be a caring Catholic Community centred on Christ, so as to fully develop the Gifts and talents of each person in order to love and serve God, others and themselves.”

## **Our Lady & St John Catholic College**

### **POLICY FOR RELATIONSHIPS AND SEX EDUCATION**

#### **SCHOOL MISSION STATEMENT**

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

Consultation has taken place via a questionnaire to Parents in Spring Term, 2021. A presentation and consultation to Governors and SLT followed in April 2021

All staff received accredited training in the summer term (2021). Heads of Faculty were asked to map their curriculum plans with the requirements of RSE to capitalise on opportunities to discuss key issues from their subject point of view. The new curriculum was discussed at the School Council so the pupils were aware of the changes to PSHE.

This policy will be reviewed every 2 years by the Headteacher, Personal Development Co-ordinator, the Governing Body and Staff. **The next review date is Summer Term 2023.**

#### **DEFINING RELATIONSHIP AND SEX EDUCATION**

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 pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

At OLSJ RSE will “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

Aspects of this curriculum will be taught in Science and RE lessons. Other curriculum areas will exploit opportunities to address RSE content at appropriate points in their schemes of work.

#### **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

However, the reasons for our inclusion of RSE go further, through the Catholic mission of our school.

## **RATIONALE**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’  
(John.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.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, 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.

## **VALUES AND VIRTUES**

Our programme enshrines the OLSJ school values as well as 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.

## **AIM OF RSE AND THE MISSION STATEMENT**

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

## **Objectives**

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;

Relationships & Sex Education Policy (updated May 2022)

- 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 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.

## **EQUALITIES OBLIGATIONS**

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

## **BROAD CONTENT OF RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in different inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific PSHE/RSE curriculum.

Our programme outline is shown in **Appendix A**

## **PROGRAMME / RESOURCES**

Resources used are in line with the Catholic Education Service. We use the Catholic Education 10:10 Resources across school. Where appropriate the RE Faculty teach elements of the curriculum within their subject content.

Teaching strategies will be wide and varied and include whole school priorities such as reading and oracy.

## **ASSESSMENT**

We want our pupils to know more and remember more so that they are well-prepared for life after OLSJ to become well-rounded citizens playing an active part in society through their knowledge. Assessment will therefore take a variety of forms. Pupils books in personal Development lessons will evidence this.

## **PARENTS AND CARERS**

We recognise that parents and carers 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 information and links on the school website to be shared with their children at home and workshops to help parents/carers to find out more. They will be able to view, on request, the resources used by the school in the RSE programme.

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 Headteacher. The school will provide support by providing material for parents to help the children with their learning. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **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 (specifically 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.

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme lays with the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They 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 RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in our Catholic school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' and complete the appropriate documentation.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

Governors:

- 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.

### **Headteacher**

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

### **PSHE/RSE Co-Ordinator**

The Co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

### **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.

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHE framework with Personal Development. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit undertaken with Heads of Faculty.

## **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.

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 controversial or is of a personal nature.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils have been made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers, following the routine safeguarding guidance, will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING AND EVALUATION**

The RSE 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 biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

OLSJ PSHE, RSE & Ten:Ten Curriculum Map 2021-2022

Year	Autumn 1 HT1	Autumn 2 HT2	Spring 1 HT3	Spring 2 HT4	Summer 1 HT5	Summer 2 HT6
7	<u>Transitioning to Secondary School</u> *I am Unique *Who Am I?	Personal Identity *Where I Come From *Living Responsibly *Families & Friends *Relationships & Marriage *Loss, Separation & Bereavement	<u>Health &amp; Puberty</u> *Changing Bodies *Health Influences & Puberty *Personal Hygiene *The Importance of Sleep	<u>OLSJ Ambitions</u> *Being a Lifelong Learner *Careers & Aspirations *Building Resilience *Responding to *Disappointments	<u>Relationships &amp; Self-worth</u> *Romance & Friendships *My Life On Screen *Relationship Boundaries	<u>Money &amp; Me</u> *Financial Decision Making <i>Lloyds Bank</i>
Theme	Health & Wellbeing	Relationships	Health & Wellbeing	Careers & Pathways	Relationships & Sex Education	Living in the Wider World
8	<u>Give First</u> *Before I Was Born *Created & Chosen *Social Responsibility *Social Action*FGM	<u>Emotional Wellbeing</u> *Tough Relationships *Body Image *Mental Health Stigma *Self-harm & Eating Disorders	<u>OLSJ Ambitions</u> *Equality of Opportunity in Careers & Life Choices *The Importance of Team working	<u>Relationships &amp; Identity</u> *Gender Identity *Discrimination & Feelings *Sexual Orientation	<u>Crossing the Line</u> *Online Safety *Think Before You Share *Managing Safely *Personal Information *How to Access Support	<u>Healthy Lifestyle</u> *Keeping Safe *Basic First Aid
Theme	Health & Wellbeing	Health & Wellbeing	Careers & Pathways	Relationships	Health & Wellbeing	Health & Wellbeing
9	<u>Healthy Lifestyle</u> *Maintaining a Balance School, Work, Leisure, Exercise & Online Activities *Diet & Exercise *Lifestyle Choices *Alcohol & Drug Misuse In Control of My Choices	<u>Respectful Relationships</u> *Healthy & Unhealthy Relationships *The Search for Love *Sexting & Pornography *Online Behaviour & Safety *Knowing My Rights & Responsibilities	<u>Life Skills</u> *Love People, Use Things *Goal Setting *GCSE Options *Employability Skills *Employment Rights *Conflict Management Skills	<u>Intimate Relationships</u> *Relationships & Sex Ed *Consent, *Fertility, Contraception & Online Media *Marriage *One Hundred Percent	<u>Peer Influence &amp; Gangs</u> *Exploitation *Peer Influence	<u>EconoME (Financial Literacy)</u> *Impact of Financial Decisions *Debt & Gambling
Theme	Health & Wellbeing	Relationships & Sex Education	Careers & Pathways	Relationships & Sex Education	Health & Wellbeing	Living in the Wider World
10	<u>Stigma: Mental Health Awareness</u> *Building Resilience *Self-image *Develop Empathy *Media Influence	<u>Relationships &amp; Identity</u> *LGBTQ+ Awareness * Prejudice-based Language *Domestic Abuse *Parenting Skills *Emergency First Aid	<u>Disrespect Nobody</u> *Relationship Expectations * Myths & Expectations *Impact of Media *Variety of Faith & Culture *Values, Attitudes & Beliefs	<u>Extremism &amp; Radicalisation</u> *Communities *Belonging *Challenging Extremism *Persuasion & Coercion	<u>Relationships</u> Relationships, Sex, Miscarriages, pregnancy, Adoption & Abortion *Contraception & Risk of STIs *Reproductive Health & Menopause	<u>OLSJ Ambitions</u> *Work Readiness Skills *Work Experience Readiness *My Areas of Strength & Development
Theme	Health & Wellbeing	Relationships & Sex Education	Relationships & Sex Education	Health & Wellbeing	Relationships & Sex Education	Careers & Pathways
11	<u>DEAL (Developing Emotional Awareness &amp; Listening)</u> *Self-Worth	<u>OLSJ Ambitions</u> (Post 16 Options, Progression & Employment Rights))	<u>RSE/Ten:Ten</u> (Consent, STIs & Birth Control) *Unhealthy Relationships *Pornography	<u>Lifestyle Choices</u> (Knife Free, Drugs, Alcohol, Sleep Factor, Diet & Online Choices) *Addiction*Coercive Control	<u>Study Skills &amp; Intervention</u> *Financial Decision-making	
Theme	Health & Wellbeing	Careers & Pathways	Relationships & Sex Education	Health & Wellbeing	GCSE Preparation	

