

St Thomas of Canterbury School

Relationships and Sex Education Policy



School Purpose and Vision

To nurture curiosity for every child, every day within a community acting as a beacon of the Catholic faith

Vision: St Thomas of Canterbury School

A community underpinned by an 'Ethos of Excellence', where world class teaching is facilitated by experts in learning, leading to exceptional achievement for all, where:

- All children experience a world-class education built on core values.
- Learning environments are inspiring
- Spiritual, moral, social and cultural development is at the heart of the school
- Emotional intelligence is strong and tangible
- Staff are leading professionals in their field
- The school is a centre of excellence as part of a teaching school alliance

About This Policy

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 at St Thomas of Canterbury School.

Consultation Process

This policy is based upon the model policy provided by the Diocese of Hallam, and has been developed further through the following avenues of consultation:

- Discussions with pupil focus groups and Student Voice representatives
- Student perception questionnaires
- A review of RSE curriculum content with staff and pupils
- consultation with wider school community: parish priest
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the Autumn term 2018.

This policy will be reviewed every year/2 years by the head teacher, RSE co-ordinator, the governing body and staff. The next review date when it will be reviewed is October 2020.

Dissemination

The draft policy will be given to all members of the governing body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

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. This does not apply to academies). However, the reasons for our inclusion of RSE go further.

RATIONALE

'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.

(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 and support will be provided to help pupils deal with different sets of values.

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, 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.

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.

AIM OF RSE

St Thomas of Canterbury is committed 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, 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;
- 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;
- (cultivating humility, mercy and compassion, learning to forgive and be forgiven;) 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;
- 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 that there are different aspects of love.
- 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;
- medical advice on health and hygiene (including, at secondary school, how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.)

Outcomes

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). This policy will also support the school to develop pupils who are conscious of the need to treat everyone with dignity, respect and tolerance, and this work will be embedded within the school PSHE Curriculum, and the SMSC Curriculum overview which is closely linked to the principles of Catholic Social Teaching.

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. We will ensure that pupils who are vulnerable, for whatever reason, are not subject to exploitation.

BROAD CONTENT OF RSE

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

The school has subscribed to the Life to the Full resources provided by Ten Ten as these provide high-quality resources and videos for children and teachers and will ensure consistency of teaching throughout a child's time in school. The resources are also distinctly Catholic and inclusive of all, regardless of family background.

Our Programme Overview:

LEARNING OUTCOMES for Key Stage One of 'Life to the Full'				
MODULE	UNIT	Session	Learning Outcome	
Created and Loved By God	Religious Understanding	Handmade With Love	We are created individually by God;	
			God wants us to talk to Him often through the day and treat Him as our best friend;	
			God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;	
			We are created as a unity of body, mind and spirit: who we are matters and what we do matters;	
			We can give thanks to God in different ways.	
	Me My Body and My Health	1.1.1.1	I am Unique	To learn that we are unique, with individual gifts, talents and skills.
		1.1.2.2	Girls & Boy's (My Body)	Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
		1.1.2.3	Clean & Healthy (My Body)	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
	Emotional Well-Being	1.1.3.1	Feelings, Likes and Dislikes	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
		1.1.3.2	Feelings Inside Out	Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
1.1.3.3		Super Susie Gets Angry	Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.	
Life Cycles	1.1.4.1	The Cycle of Life	Children will know and appreciate that there are natural life stages from birth to death, and what these are.	
Created to Love Others	Religious Understanding	1.2.1.1	God Loves You	We are part of God's family;
				Saying sorry is important and can mend friendships; Jesus cared for others and had expectations of them and how they should act; We should love other people in the same way God loves us.
	Personal Relationships	1.2.2.1	Special People	To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family;
				The importance of being close to and trusting special people and telling them if something is troubling them.
	1.2.2.2	Treat Others Well...	How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;	

		1.2.2.3	... and say sorry	The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.		
				To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.		
				1.2.3.1	Being Safe	Children will actively participate in activities and 'Smartie the Penguin' story; Children will answer questions to know what is and isn't safe online; Children will know who they can go to to talk about anything they feel uncomfortable about, particularly online.
						The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.
				1.2.3.3	Physical Contact	To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
Created to Live in Community	Religious Understanding	1.3.1.1	Trinity House	That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.		
		1.3.1.2	Who is my Neighbour?	To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.		
	Living in the Wider World	1.3.2.1	The Communities We Live In	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);		

LEARNING OUTCOMES for Lower Key Stage Two of 'Life to the Full'

MODULE	UNIT	Session	Learning Outcome			
Created and Loved By God	Religious Understanding	2.1.1.1	Designed for a Purpose	We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.		
				2.1.1.2	The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Me, My Body, My Health	2.1.2.1	We Don't Have to be the Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).		
				2.1.2.2	Respecting our Bodies	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
				2.1.2.3	What is Puberty?	Learn what the term puberty means; Learn when they can expect puberty to take place;

		2.1.2.4	Changing Bodies	Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.	
		2.1.2.5	Discussion Groups		
		2.1.3.1	What Am I Feeling?	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).	
	2.1.3.2			What Am I Looking at?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
	2.1.3.3			I am Thankful	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	2.1.4.1	Life Cycles	That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.		
			2.2.1.1	Jesus, My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
					2.2.2.1
	2.2.2.2	When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.		
	2.2.3.1	Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.		
2.2.3.2			Chatting Online	How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.	
				2.2.3.3	Physical Contact
Created to Live in Community	Religious Understanding	2.3.1.1	Trinity House	God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship';	

				The human family is to reflect the Holy Trinity in mutual charity and generosity.
		2.3.1.2	What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).
	Living in the Wider World	2.3.2.1	How do I Love Others?	To know that God wants His Church to love and care for others.
				To devise practical ways of loving and caring for others.

LEARNING OUTCOMES for Upper Key Stage Two of 'Life to the Full'

MODULE	UNIT	Session		Learning Outcome
Created and Loved By God	Religious Understanding	UK2.1.1.1	Made to Grow	Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! Like Kester, they were made to love and be loved.
	Me, My Body, My Health	UK2.1.2.1	Gifts & Talents	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		UKS2.1.2.2	Girls' Bodies	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		UKS2.1.2.3	Boys' Bodies	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		UKS2.1.2.4	Spots & Sleep	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
	Emotional Well Being	UKS2.1.3.1	Body Image	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
		UKS2.1.3.2	Peculiar Feelings	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
		UKS2.1.3.3	Emotional Changes	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
		UKS2.1.3.4	Seeing Stuff Online	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
	Life Cycles	UKS2.1.4.1	Making Babies (P1)	How a baby grows and develops in its mother's womb.
		UKS2.1.4.2	Making Babies (Pt2)	Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse;

				The Christian viewpoint that sexual intercourse should be saved for marriage. *Optional. See your Programme Coordinator	
		UKS2.1.4.3	Menstruation	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.	
Created to Love Others	Religious Understanding	UKS2.2.1.1	Is God Calling You?	To know that God calls us to love others. To know ways in which we can participate in God's call to us.	
	Personal Relationships	UKS2.2.2.1	Under Pressure	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.	
		UKS2.2.2.2	Do You Want a Piece of Cake?	Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.	
		UKS2.2.2.3	Self-Talk	Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships	
	Keeping Safe	UKS2.2.3.1	Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.	
		UKS2.2.3.2	Chatting Online	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.	
		UKS2.2.3.3	Physical Contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.	
	Created to Live in Community	Religious Understanding	UKS2.3.1.1	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
			UKS2.3.1.2	Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
		Living in the Wider World	UKS2.3.2.1	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection

- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

(See also 'Sex and Relationship Guidance'. DCSF 2000 for more detail)

PARENTS AND 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 workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have ***the right to withdraw*** their children from the sex education elements of the relationships and sex education content. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. However, it is strongly advised that parents discuss their concerns with the headteacher before giving notice of withdrawal. 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.

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 (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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with class teachers in relation to delivery, and the senior leadership team (led by the Head of School) and governors from the perspective of quality assurance and development.

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

St Thomas may 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 school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

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.

Head of School

The Head of School takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Schools' Department and the Local Education Authority (where appropriate), also appropriate agencies.

PSHE/RSE Co-ordinator (At St Thomas, this is also the Head of School, in conjunction with the Religious Education Subject Leader)

The co-ordinator with the Head of School 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. 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.

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 in an age-appropriate manner, 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 Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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.

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. Consideration will be given by senior leaders as to how teachers will be able to create the right environment for delivering lessons. 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. Teachers will be supported in ensuring that they know what to do, particularly in the case of disclosure of abuse.

CONFIDENTIALITY AND ADVICE

School leaders will ensure that all governors, all teachers, all support staff, all parents and all pupils must be 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 will explain that in such circumstance 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 AND EVALUATION

The RSE Co-ordinator and Head School, 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 should 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.

Quotation References

Page 1: DfE: Sex and Relationship Education Guidance, 2000

Pages 1 & 3: Learning to Love: An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators; Department of Catholic Education and Formation, Catholic Bishops' Conference of England & Wales; March 2017

Page 2: Amoris Laetitia (The Joy of Love): Apostolic exhortation, Pope Francis, March 2016

Page 2: Gravissimum Educationis 1; (Declaration on Christian Education); Second Vatican Council 1965

Page 6: Protocol for Visitors to Catholic Schools; CES Feb 2011

APPENDIX 1: Sources of Information and Support

Governors and senior leaders must take responsibility for evaluating the most appropriate resources for their school's situation, and keep such resources under review in line with the terms of the RSE policy. The following resources may be useful to schools in formulating their own policies and schemes of work.

- A Model Primary Catholic RSE Curriculum: Catholic Education Service (CES); 2016
- A Model Secondary Catholic RSE Curriculum: CES 2016
- Good practice in developing a school RSE policy: CES 2016
- Catholic RSE Quality Standard: CES 2016
- Governor Audit for Monitoring RSE: CES 2016
- Who is responsible for teaching RSE to young people: CES 2016
- Outstanding RSE in a Catholic context – a case study: CES 2016

- Sex and Relationships Education Guidance: DfEE 0116/2000
- Sex and Relationships Education for the 21st Century: PSHE Association
- Human development and reproduction in the Primary Curriculum: The Association for Science Education and the PSHE Association : March 2016

- A Journey in Love - Volume 1 - A developmental programme for children in the primary years.: Sister Jude Groden
- A Journey in Love - Volume 2 - A developmental programme for children in the secondary years.: Sister Jude Groden ; 2009

