**ALL HALLOWS RC HIGH SCHOOL**

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**SEX AND RELATIONSHIPS EDUATION POLICY**

**Committee responsible for review: School Effectiveness Committee**

**Review date: July 2020**

**Date of next review:**



**Relationships and Sex Education Policy**

All Hallows RC High School

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.

**INTRODUCTION**

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” 1 . 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.

In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” 2 This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover the practice of safe sex developing intimate relationships and resisting pressure to have sex (and not applying pressure).” 3

**SCHOOL MISSION STATEMENT**

**We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.**

**Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.**

**POLICY DEVELOPMENT**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

**IMPLEMENTATION AND REVIEW OF POLICY**

Implementation of the policy will take place after consultation with the Governors in the Summer term 2021. 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 is September 2022.

**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 website 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”. (The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.)

**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). These aspects of the RSE curriculum are not eligible for parental withdrawal.

However, the reasons for our inclusion of RSE go further. See Appendix 1.

**RATIONALE**

**‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’**

**(Jn.10.10)**

As a Catholic School we are committed to ensuring that our pupils are delivered RSE 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.

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 Catholic ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PD 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 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.

**AIMS AND OBJECTIVES OF THE RSE PROGRAM**

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;
* 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.

**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.

**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 three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

**DELIVERY OF RSE**

At All Hallows, sex and relationships education is delivered through three main teaching subjects, Religious Education, Science and Personal Development, but in accordance with the extract above, is set in a much wider framework, that of the school’s general adherence to the Christian principles of care and respect for one another which we aim to propagate through all our activities. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We use guidance from the PSHE association and alongside this, we use faith inspired resources and guidance produced by Ten:Ten which has been recommended by the diocese.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health
* Mental Wellbeing
* Internet Safety and Harms
* Physical Health and Fitness
* Healthy Eating
* Drugs, Alcohol and Tobacco
* Health and Prevention
* Basic First Aid
* Changing Adolescent Body

For more information about our RSE curriculum, see Appendices 1.

These areas of learning are taught within the context of our school faith and take into consideration family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**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 must be consulted before this policy is ratified by the governors. They will be able to view the resources used by the school in the RSE programme. Please see Appendix 1 for parent login on Ten:Ten.

Our aim is that 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 non-statutory/non-science components of sex education within RSE 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. 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. The parent/carer will be required to attend a meeting in school with a member of the Senior Leadership Team.

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 Mrs J Perkins (Senior Management), Mrs J Hobin (PD Lead), Mrs L Gibbons (Religious Education lead) Mr M Beacom (Science Lead).

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 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’4. 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**

Ratify the RSE policy, after 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 SMVSC.

**HEAD TEACHER**

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

**PD/RSE CO-ORDINATOR**

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the SLT line manager 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 PD 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 PD 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, 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 matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the 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. 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 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 circumstances they would have to inform others, e.g., parents, child protection officer or 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 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.

**Appendix 1 TEN:TEN Overview and Parent Login**

We are delighted to announce that our school is participating in a brand-new Relationship Education programme for Catholic primary schools, titled **Life to the Full**. You may hear your child coming home talking about this and we want to give you a brief overview of this new and ambitious programme.

The **Life to the Full** programme is based on ‘A Model Catholic RSE Curriculum’ by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

**Life to the Full** is much more than a series of lessons. It is an entire platform of creative resources that will engage, inform and inspire our children and, indeed, you as parents. This includes interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition, there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit: [**www.tentenresources.co.uk/parent-portal**](http://www.tentenresources.co.uk/parent-portal)

**Username: opp-hallows-6**

**Password: rse-parent-red**

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

One Page Overview:

|  |  |  |
| --- | --- | --- |
|  | **RE, PSHE or Tutor Time**  | **Whole Year** |
| **Sessions per programme** | **Session 1** 50 minutes or 2 x 25-minutes or 2 x 50-minutes | **Session 2** 50 minutes or 2 x 25-minutes or 2 x 50-minutes | **Session 3** 50 minutes or 2 x 25- minutes or 2 x 50- minutes | **Session 4** 50 minutes or 2 x 25-minutes or 2 x 50-minutes | **Session 5** 50 minutes or 2 x 25-minutes or 2 x 50-minutes | **Session 6** 50 minutes or 2 x 25- minutes or 2 x 50- minutes | **Session 7** 50 minutes or 2 x 25-minutes or 2 x 50-minutes | **Cinema** Whole or half year groups |
| **Main Themes**  | **All**  | **Created and Loved by God**  | **Created to Love Others**  | **Created to Live in Community**  | **All** |
| **Sub-themes**  | **Religious** **Understanding** | **Me, My Body, My Health** | **Emotional** **Well-Being**  | **Life Cycles**  | **Personal** **Relationships** | **Keeping** **Safe** | **Living in the Wider World** | **Cinema-in** **Education** |
| **Year 7**  | Who Am I?  | Changing Bodies | Healthy Inside and Out | Where We Come From  | Family & Friends  | My Life on Screen | Living in the Wider World  | Facts of Life |
| **Year 8**  | Created and Chosen | Appreciating Differences  | Feelings  | Before I Was Born | Tough Relationships | Think Before You Share  | Wider World  | The Trouble With Max |
| **Year 9**  | The Search for Love | Love People, Use Things | In Control of My Choices | Fertility & Contraception  | Marriage | One Hundred Percent | KnowingMy Rights and Responsibilities | Love, Honour, Cherish |
| **Year 10 & 11\***  | Authentic Freedom  | Self-Image | Values, Attitudes & Beliefs | Parenthood (Personal Relationships) | Pregnancy & Abortion (Life Cycles) | Abuse  | Solidarity | Babies Y10 Truth & Lies Y11 |

\*Due to Covid-19, filming of the resources for Year 10 and Year 11 have been merged. Therefore, all Year 10 and 11 should undertake the same programme in 2020/21. This is a brand new set of resources launching in September 2020, so no students will be repeating any of the content provided. A separate programme for Year 11 will be available from September 2021.

Year 7:

Year 8



Year 9



Year 10/11

