

St Bede's Catholic High School



RSE and Health Education Policy

The DfE has confirmed that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, due to the impact of the coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have met the requirements in the DfE's ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#) guidance are being encouraged to begin delivering teaching from 1 September 2020, or whenever practicable to do so within the first few weeks of the academic year. Schools that feel they will not be able to meet the requirements due to the impact of coronavirus (e.g. time lost in school and competing priorities) should start teaching the subjects as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects.

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Statement of intent

We are striving to create a world class Catholic education that encourages our students to want to make the world a better place. We will underpin this vision with values of love, faith and hope.

Central to this vision, we are concerned with the development of the whole person. Through the curriculum offered we seek to promote the spiritual, moral, physical and intellectual growth of each child according to his/her needs and stage of development.

Relationships are of central significance in the life of each person and the adolescents in our care are at a very formative stage of their personal growth. Accordingly, the quality of relationships experienced in school is an important consideration in all that we do. All our work is in the context of our attempts to build a Christian Community and colleagues are urged to implement the Mission statement of the school through their teaching. The Personal and Social development of each child is affected by his/her learning in every situation. All teachers share with parents and parishes the task of promoting spiritual and moral development. Through the curriculum as a whole, a coherent and consistent approach is adopted which is shaped by our values as a Catholic community.

At St Bede's we are aware of our place within the Church and we base our policies on the teaching and guidance offered by the Bishops' Conference and the Archdiocese of Liverpool.

This Education for Personal Relations Policy is drawn up in the light of the 1993 Education Act: Sex Education in Schools, Circular No. 5/94, the Sex and Relationships Guidance July 2000, the Equality Act of 2010, statutory guidance Relationships and sex education (RSE) and health education June 2019 and the subsequent response from the Bishops' Conference of England and Wales, 11th July 2000.

In voluntary-aided schools the responsibility to produce an RSE policy is recognised as important for its own sake even though the legal obligation does not apply in the same way.

Liverpool Archdiocese guidelines confirm this:

“A major purpose of such a policy is to provide a context and framework within which programmes of study and pastoral strategies can be undertaken in response to the needs of the young people in our schools, their families and communities and the requirements of Church and state authority”.

Statement of Policy

This present policy seeks to clarify the school's policy on the appropriate approach to RSE. It has arisen following consultation with governors, SLT, Chaplaincy and PSHE coordinator. It will serve to give teachers the confidence which arises from having principles clearly stated and understood.

We place the need to promote Christian responsibility in relationships very high on our agenda and expect parents of prospective pupils to consider this when seeking a Catholic Education at St Bede's.

This policy is formulated within the framework of the Mission Statement

Mission Statement

The kingdom of heaven is like a mustard seed,

which a man took, and planted in his field.

Though it is the smallest of all seeds, when it grows,

it is the largest of garden plants and becomes a tree,

so that the birds come and perch in its branches.”

Matthew 13:31-32

St Bede's has a clear responsibility for the personal, social, moral, intellectual and physical development of all students.

“Sex education is not reducible to simple teaching material, nor theoretical knowledge alone, nor does it consist of a programme to be carried out progressively, but it has a specific objective in view: an effective maturation of pupils' self-control and of correct behaviour in special relationships.”

Education Guidance in Human Love

Sacred Congregation for Catholic Education 1983

To foster self esteem and a sense of moral responsibility.

- To encourage students to build relationships based on mutual respect.
- To enable students to challenge assumptions on sexuality in the secular society in which they live.
- To recognise the sanctity of family life.

Relationships and Sex Education Description of Practice

At St Bede's Relationships and sex education is part of a whole school approach to personal and social development and is guided by the values and teachings of the Catholic Church.

The delivery of relationships and sex education is a continuous process, based on a planned, balanced and cross-curricular programme throughout the school.

The relationships and sex education is placed in the context of and supported by the strong Christian ethos of the school itself and the mission statement that drives our school.

Our programme hopes to complement the role of the parents or guardians as their children develop into adulthood. The programme affirms our Catholic teachings about marriage and family life. It provides opportunities to address the needs of our students with Christian perspectives in a world that may present different pressures and values.

Relationships and sex education involves the development of knowledge, skills and self-esteem which will enable our students to make well informed decisions, have respect for themselves and others and be better prepared to make loving and lasting relationships. We recognise the need for careful and sensitive teaching in all areas of education for personal relationships.

Objectives

The main objectives for our relationships and sex education policy are as follows:

- To impart Christian ideals to the students and build upon these values.
- To ensure that all students receive suitable education and guidance for personal relationships.
- To give students accurate information about the facts of reproduction in the context of caring relationships and family life.
- To prepare students for changes at puberty, both physical and emotional.
- To offer a secure environment and the opportunities to discuss fears and anxieties, to answer questions and give reassurance by emphasising normality.
- To emphasise the importance and desirability of sex within marriage.
- To explore issues involving love, marriage and relationships and to emphasise the importance of raising children within a loving family.
- To prepare students for adult life and develop their skills in making good choices within relationships.
- To enable each student to grow in dignity as a person and to stand against all that undermines the dignity of self and others.
- To give full and accurate information about all forms of contraception.
- To alert students to the reality and dangers of related issues such as sexually transmitted diseases, pornography, rape, homosexuality, abortion, genetic engineering and IVF.
- To give sound information about the nature and transmission of HIV and to explore attitudes to HIV and AIDS in our society.
- To help students to develop a positive self-image and self-esteem so that they can have better control over their own lives and behaviour.
- To set teaching within the context of pressure placed on young people in society today and to develop an understanding of individual freedom and corporate responsibility.
- To emphasise the uniqueness of human love and the sanctity of marriage
- To promote physical and emotionally healthy relationships and lifestyles

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- [DfE (2020) 'Keeping children safe in education']
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

1.2. This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- E-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- GDPR Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Acceptable Terms of Use Agreement

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be engaged with the school's RSE and health education curriculum.
- Reviewing this policy on an **annual** basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The Head of RE is responsible for:

- Overseeing the delivery of RSE and health education.
- Ensuring our RSE and health education delivery adheres to Catholic teachings and under the direction of the Archdiocese.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

2.5. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the Head of RE about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the Head of RE or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.6. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.5. We will gather the views of teachers, pupils and parents in the following ways:
 - Questionnaires
 - Letters
- 3.6. The majority of the RSE and health education curriculum will be delivered through PSHE days, with some statutory elements taught via the science curriculum, RE curriculum and cross curricular themes.
- 3.7. The Head of RE will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

- 3.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

- 4.1. RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

- 4.2. By the end of secondary school, pupils will know:
 - That there are different types of committed, stable relationships.
 - How these relationships might contribute to human happiness and their importance for bringing up children.
 - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
 - Why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - The characteristics and legal status of other types of long-term relationships.
 - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 4.3. Pupils will also know how to:
 - Determine whether other children, adults or sources of information are trustworthy.
 - Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
 - How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

- 4.4. By the end of secondary school, pupils will know:
 - The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of

conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

4.5. By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.

- How information and data is generated, collected, shared and used online.

Being safe

4.6. By the end of secondary school, pupils will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

4.7. By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.

- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.

5.2. Year 7:

(RE)

- Who am I?
- Belonging to God's family
- Living relationships
- Love and forgiveness
- Made in God's image
- Respect and dignity of each human beings uniqueness

(EPR / SRE days)

- Women's health – puberty and menstruation and how to cope. (Also Yr 10)
- Male puberty and physical development.
- Bereavement issues
- Family and personal relationships.

(Science)

- Reproduction and reproductive organs
- Sex cells/fertilization
- Menstrual cycle
- (contraception)
- Puberty
- Women's health – puberty and menstruation and how to cope. (Also Yr 10)
- Male puberty and physical development.
- Bacteria
- Inheritance / inherited disorders – cystic fibrosis, Sickle cell anaemia, Huntingdon's
- (Also Yrs 8 &10)

5.3. Year 8:

(RE)

- Relationship with God as basis of relationship with others
- Responsibility, rights, respect, courage & wisdom
- Jesus' ethical code
- 10 Commandments (adultery)
- Human Dignity:
- Responsibility for creation: respect for self & others image of god

(Science)

- Inheritance / inherited disorders – cystic fibrosis, Sickle cell anaemia, Huntingdon's (Also Yr 7 & 10)

5.4. Year 9:

(RE)

- Break down in relationships (Adam & Eve (sin))

5.5. Year 10:

(RE)

- What you look for in a partner?
- Prejudice / discrimination
- Different natures of relationships.
- Marital breakdown
- Christian values, social responsibility
- Question of quality of life
- Abstinence -evaluating reasons people have sex and reflecting on personal choices and consequences.
- Forms of contraception
- LGBTQ+ relationship
- Divergent views on LGBTQ+ relationships.
- Marriage and relationships
- Gender roles and rights

(EPR sessions)

- Media interpretation of body image and self esteem
- Relationships – mind body heart and soul
- Women's health – hormones, products, health and wellbeing.

(Science)

- Inheritance / inherited disorders – cystic fibrosis, Sickle cell anaemia, Huntingdon's
- Inheritance / inherited disorders
- Dominant and recessive characteristics
- HIV & AIDS
- Stem cells / genetic engineering
-

(RSE /PHSE days session)

- LBGT discrimination and prejudice
- Consent and healthy intimate relationships
- Contraception
- Sexting and Pornography
- STI's
- Body image and personal well being

5.6. Year 11:

(RE)

(Science)

- Reproductive systems Menstrual cycle including how hormones are used to promote and prevent pregnancy/infertility treatment/foetal screening
- Blood type inheritance (Further and additional science)
- IVF / genetic engineering

6. Health education subject overview

- 6.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

- 6.2. By the end of secondary school, pupils will know:
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
 - That happiness is linked to being connected to others.
 - How to recognise the early signs of mental wellbeing concerns.
 - Common types of mental ill health, e.g. anxiety and depression.
 - How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
 - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

- 6.3. By the end of secondary school, pupils will know:
- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
 - How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

- 6.4. By the end of secondary school, pupils will know:
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
 - The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
 - About the science relating to blood, organ and stem cell donation.

Healthy eating

6.5. By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

6.6. By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

6.7. By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

6.8. By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

6.9. By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

7.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 6](#) of this policy.

7.2. Year 7:

- Online safety, Healthy eating and exercise, Road safety, First Aid Bullying, Wellbeing – stillness and meditation.
- Welcome day: Welcome, Identity, Belonging and Community

7.3 Year 8:

- Retreat – Identity, Group role, Vocation and Careers guidance
- PHSE lessons: Online Safety, Resilience, Wellbeing and Healthy Lifestyles
- First Aid

7.4 Year 9:

- PHSE lessons: Online Safety / Sexting and the law, Mental Health, Health/drugs and alcohol awareness

7.5 Year 10:

- RSE day: Sexting/Pornography, STI and Sexual Health,
- Consent and Healthy Intimate Relationships, Contraception,
- Body Image and Personal Well Being-
- Retreat - Living with Integrity, Personal Identity (the real me),
- Media & Body Image,
- PHSE lessons: Online safety (online relationships), Mental health and Wellbeing.

7.6 Year 11:

- PHSE lessons: Mental health and Wellbeing: stillness and meditation.

8. Delivery of the curriculum

- 8.1. The majority of the RSE and health education curriculum will be delivered through, cross curricular themes, PHSE/RSE standalone days, Science and RE in 2020/2021 and the PSHE curriculum moving forward.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of a manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 8.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 8.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.8. In applying the Equality act of 2010 school will address in the curriculum the 7 protected characteristics (see below 13.1). This will include the integration LGBTQ+Q+ protected characteristic in content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. The dates will be confirmed on an annual basis. LGBTQ+Q+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships. As a Catholic school, we will teach this subject as we are directed to by the Archdiocese. However, all students will know they are loved by God and no judgement will be made by any member of staff regarding their opinions or feelings on the matter. We are absolutely committed to ensuring that every child feels a treasured and valued member of our school community. As a school will promote acceptance and respect for diverse lifestyles, through the acknowledgement of the inherent dignity of each person

- 8.9. All teaching and resources are assessed by the Head of RE to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 8.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 8.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 8.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 8.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.17. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 8.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.20. At the points of delivery of the curriculum, parental engagement will be sort. Parents will be informed of the content of the curriculum.
- 8.21. The procedures for assessing pupil progress are outlined in [section 15](#) of this policy.

9. Curriculum links

- 9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. RSE and health education will be linked to the following subjects:
 - **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
 - **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

10. Working with parents

- 10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- 10.3. When in consultation with parents, the school will provide:
 - The curriculum content, including what will be taught and when.
 - Examples of the resources the school intends to use to deliver the curriculum.
 - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 10.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.
- 10.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 10.6. If parents have concerns regarding RSE and health education, they may submit these via email to admin@sbchs.co.uk, or contact the school office to arrange a meeting with the headteacher on 01695 570 335.

- 10.7. Parents engagement will be regularly sort about the curriculum content, through meetings and letters.

11. Working with external agencies

- 11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 11.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 11.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- 11.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12. Withdrawal from lessons

- 12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3. Requests to withdraw a child from sex education will be made in writing to the headteacher.
- 12.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

- 12.6. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.
- 12.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.8. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

- 13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 13.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 13.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- 13.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 13.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains

sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

- 13.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- 13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's behaviour policy.

14. Safeguarding and confidentiality

- 14.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2. To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- 14.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.
- 14.4. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 14.5. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 14.6. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

- 15.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

- 15.2. Lessons are planned to provide suitable challenge to pupils of all abilities.
- 15.3. Teaching will be assessed and assessments are used to identify where pupils need extra support or intervention.
- 15.4. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
 - Written assignments related to the Science and RE curriculum
 - Self-evaluations

16. Staff training

- 16.1. Training will be provided by the Head of RE to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.
- 16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 16.3. The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 16.4. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

17. Monitoring quality

- 17.1. The Head of RE is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2. The Head of RE will conduct subject assessments on a termly basis, which will include a mixture of the following:
 - Topic feedback forms
 - Learning walks
- 17.3. The Head of RE will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- 17.4. The Head of RE will work regularly and consistently with the headteacher and RSE link governor, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

- 18.1. This policy will be reviewed by the headteacher in conjunction with the Head of RE on an annual basis.

- 18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
- 18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- 18.4. The next scheduled review date for this policy is January 2022.