



St Bede's Catholic High School

Relationships, Sex and Health Education

***"I am the vine, you are the branches.
Whoever remains in me, with me in him, bears
fruit in plenty." John, 15:5***

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of St Bede's Catholic High School. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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Reviewed by: Mrs Victoria Stacey-Swale

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1. Statement of intent

We are striving to provide a transformative Catholic Education ensuring that our pupils are empowered to serve the common good, by living the values of Faith, Hope and Love. 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 their needs and development.

Relationships are of central significance in the life of each person and the adolescents in our care who 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 Catholic Community and colleagues are urged to implement the Mission statement of the school through their teaching.

All teachers share with parents and parishes the task of promoting spiritual and moral development. Through the curriculum, 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.

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, parents, pupils and teachers.

Christian responsibility in relationships will be at the heart of provision and there is an expectation that parents of prospective pupils to consider this when seeking a Catholic education at this school.

This policy is formulated within the framework of the Mission Statement:

"I am the vine, you are the branches. Whoever remains in me, with me in him, bears fruit in plenty." John, 15:5

We strive to promote an understanding that a fullness of life and a positive sense of self and one's wellbeing, is informed and achieved by placing Jesus' teaching, his model for living and a sense of our own place in a wider community, at the very centre of our lives, our aspirations, choices and relationships.

Inspired by Jesus' offer of an abundant life (Jn 10:10) we seek to offer a wide variety of enrichment opportunities and a holistic whole school curriculum to provide opportunities for spiritual, moral, social and cultural development in a variety of ways and there are many opportunities for pupils to learn and reflect on the issues throughout their five years in school.

2. Legal framework

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

This policy operates in conjunction with the following school policies:

- Rewards and Sanctions Policy
- SEND Policy and Information Report
- Online Safety Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- GDPR Policy

- Personal Development and Health Education Policy
- Acceptable Terms of Use Agreement

3.Relationships and Sex Education Description of Practice

At St Bede's Catholic High School Relationships and Sex education is part of a whole school approach to Personal Development and is rooted in the values and teachings of the Catholic Church. Relationships, Sex and Health Education (RSHE) is delivered through a cross-curricular programme that has carefully been planned to ensure learning is age appropriate and balanced.

Our programme hopes to complement the role of the parents and carers 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.

RSHE involves the development of knowledge, understanding and skills 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 place the dignity of the human person at the very core of planning and delivery to ensure that the subject is taught in the appropriate context.

Objectives

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

Context

- To emphasise the uniqueness of human love and the sanctity of marriage through the promotion of healthy relationships and lifestyles.
- To set teaching within the context of pressure placed on young people in an ever-increasing secular society
- To offer a safe, secure and positive environment where pupils can discuss fears and anxieties, to answer questions and give reassurance by emphasising normality.
- To impart Catholic values to the students so that they can grow in character and virtue and make healthy life-long decisions.

Knowledge and Understanding

- To emphasise the importance and desirability of sex within marriage and the importance of placing human dignity at the centre of relationship-based decisions.
- To ensure that all students receive statutory relationship and sex education in the context of our Catholic faith.
- To inform and prepare pupils for changes at puberty, both physical and emotional so that they can manage the challenges of adolescent change
- To give full and accurate information about sexual health so that students can keep themselves and others safe.
- To explore ethical issues in a faith context so that pupils can make well-informed decisions.
- To raise awareness of the reality and dangers of unhealthy relationships and habits so that they can make the right choices.

Skills

- To raise awareness of protected characteristics so pupils are empowered stand against all that undermines the dignity of self and others.
- To develop empathy focused communication skills so that pupils can communicate feelings and values now and in the future.
- To help students to develop a positive self-image and self-esteem so that they can develop the skill of discernment and make healthy, safe choices within relationships.
- To promote authentic freedom and individuality so that pupils know they are valued for who they are and are aware of societal and peer pressure.
- To build confidence in pupils so that they can ask for help and support and know where to get support if they need it.

4.Roles and responsibilities

1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
 - Ensuring the RSHE 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 RSHE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
 - Maintaining and developing the Catholic ethos of the school.
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 RSHE 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 RSHE curriculum.
 - Reviewing this policy on an **annual** basis.
 - Reporting to the governing board on the effectiveness of this policy and the curriculum.
3. The Head of RE is responsible for:
- Overseeing the delivery of RSHE and health education.
 - Ensuring our RSHE 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 RSHE 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 RSHE and health education curriculum and advising on their implementation.
 - Monitoring the learning and teaching of RSHE 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 RSHE 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.
4. The DSL is responsible for:
- Offering advice and consultation for safeguarding-related subjects in the RSHE 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 RSHE.
5. Subject teachers are responsible for:
- Acting in accordance with, and promoting, this policy.
 - Delivering RSHE 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 RSHE.
 - 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 RSHE, by providing them with alternative education opportunities.
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 to meet pupils' individual needs.

5. Organisation of the RSE curriculum

1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
2. For the purpose of this policy, **“relationships, sex and health 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. Aspects of the Health Education statutory curriculum (2019) is taught within the RSHE curriculum. The full overview of the Health Education curriculum can be found in the Personal Development and Ethos policy.
4. The RSHE curriculum is continuously developed and reviewed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
5. We will gather the views of teachers, pupils and parents in the following ways:
 - Questionnaires
 - Parent and pupil forums
6. The RSHE curriculum will be delivered through the Personal Development curriculum with some statutory elements taught via the science curriculum, RE curriculum and cross curricular themes. There are also two RSHE enrichment days and the retreat programme and form time reflections also cover RSHE themes.
7. The Associate Assistant Headteacher, Personal Development and Ethos 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.
8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' guidance.
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.
10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
11. The RSHE 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.

6. RSE Cross Curricular Overview

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.
2. The school makes available detailed curriculum overviews on the school website and all parents have access to the Ten Ten parent portal.

	Personal Development	RE	Science	Enrichment
Year 7	Puberty Term 3	RSE Week Term 4	Reproduction / puberty Term 3	Welcome Retreat Term 1
Year 8	Feelings Term 5	RSE Week Term 2	N/A	RSE Day Term 3 Retreat - Living Authentically Term 6
Year 9	Consent Term 1	Sanctity of Life and marriage Term 4	Sexual health/ contraception Term 1	Residential Retreat – bearing fruit Term 5
Year 10	Harmful behaviours/ relationships Term 6	Marriage and family life (GCSE) Term 5		RSE Day Term 4 Retreat – Discernment Term 4
Year 11	Coercive Control/ Family Life Term 4	Marriage and family life (GCSE) Term 4		

7.Delivery of the RSE curriculum

1. The majority of the RSHE will be taught within the Personal Development curriculum. Here students spend a half term developing knowledge and skills in line with statutory RSE curriculum.
2. Science plays a key role in the teaching of statutory reproduction, sexual health and medicine and puberty. The Head of Science and Head of RE/ Associate Assistant Headteacher Personal Development and Ethos work closely to ensure that the cross curricular approach is both timely and complimentary.
3. The new RED curriculum for RE does not include RSHE in years 7 and 8 so the RE curriculum is personalised to meet the needs of our pupils by providing RSE weeks for these year groups. In Year 9 and 11, students learn about RSE across a full term as part of the RED and GCSE specification.
4. Form time prayer and reflection often covers healthy relationships and wellbeing issues related to RSE alongside pastoral assemblies linking to these themes.
5. RSHE enrichment days take place in years 8 and 10. These days allow us to cover responsive content that is complementary to the needs of students at the school and in response to the needs of the local community.
6. The St Bede's Retreat Programme compliments the RSHE curriculum through the development of character and virtues that we believe will give our students the necessary skills to form healthy relationships whilst also strengthening pupils' relationship with God so that they are able to make the right choices now and in the future.
7. The RSHE curriculum will be delivered by appropriately trained, practicing Catholic members of staff who will complete annual Catholic RSE training in the delivery of RSHE.
8. The curriculum will proactively address issues in a response manner, working closely with the Safeguarding and pastoral teams so that we are providing both a proactive and responsive provision to meet the current needs of pupils.
9. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
10. 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.
11. The curriculum considers changes in law such as the legal age of marriage and leaders of the RSE provision will ensure that resources are up to date and include legal and statutory change.

12. 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 LGBTQIA+ protected characteristic in content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. Content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and sexuality. As a Catholic school, we will teach this subject as we are directed to by the Archdiocese. However, all pupils 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, through the acknowledgement of the inherent dignity of each person
13. All teaching and resources are assessed by the Head of RE/ Associate Assistant Headteacher Personal Development and Ethos 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.
14. 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. The vast majority of RSHE learning takes place in mixed gender groups.
15. Resources will be selected with sensitivity given to the age, cultural and religious background of pupils.
16. RSHE ground rules are explained at the beginning of all RSHE lessons and ‘distancing’ techniques, and use of appropriate language and communication is explained so that learning takes place in an appropriate setting.
17. 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.
18. 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.
19. The curriculum is gender balanced and planned to ensure all genders are actively involved, matching their different learning styles. Case studies, real-life examples and resources are carefully selected so that they promote inclusivity and diversity.
20. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given, and we acknowledge that pupils come from a variety of backgrounds.
21. 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.
22. In teaching the curriculum, teachers will be aware that pupils may communicate in a way that would be deemed as a wellbeing and/ or safeguarding concern. When talking about these topics in lessons, teachers are aware of the school safeguarding policy and procedures and will activate this if necessary.
23. At the points of delivery of the curriculum, parental engagement will be sort. Parents will be informed of the content of the curriculum within five working days of the first lesson via email and the school Wellbeing and Ethos newsletter.

8.Working with parents

1. The school understands that parents’ role in the development of their children’s understanding about relationships and health is vital.
2. The school will work closely with parents when planning and delivering the content of the school’s RSHE curriculum.
3. When in consultation with parents, the school will provide:
 - The curriculum content, including what will be taught and when via termly emails and the school website.
 - Examples of the resources the school intends to use to deliver the curriculum.
 - Parents are given access to the Ten Ten parent portal so that they can view the resources that we use and seek further support and information about discussing RSE topics at home.
 - Information about parents’ right to withdraw their child from non-statutory elements of RSE and health education.
4. Parents will be provided with frequent opportunities to understand and ask questions about the school’s approach to RSE education during parent forum meetings.

5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
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.

9. Working with external agencies

1. Working with external agencies can enhance our delivery of RSHE, and brings in specialist knowledge and different ways of engaging pupils.
2. External experts may be invited to assist from time-to-time with the delivery of the RSHE and health education curriculum but will be expected to comply with the provisions of this policy and Archdiocese guidelines in relation to working with external agencies.
3. The school will seek advice from the Archdiocese of Liverpool education department when considering working with external agencies to enhance RSHE.
4. The school will check the visitor/visiting organisation's credentials of all external agencies.
5. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
6. 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.
7. 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.
8. 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.
9. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

10. Withdrawal from lessons

1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.
2. Parents **do not** have a right to withdraw their child from the reproduction or health elements of the programmes.
3. Requests to withdraw a child from sex education will be made in writing to the headteacher.
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.
5. The headteacher will inform parents of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have.
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.
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 RSHE rather than be withdrawn, the school will make arrangements to provide the child with RSHE. Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal.
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.

11. Equality and accessibility

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

12.Safeguarding and confidentiality

1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
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.
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.
4. Confidentiality within the classroom is an important component of RSHE and teachers are expected to respect the confidentiality of their pupils as far as is possible.
5. Teachers will, however, understand that some aspects of RSHE 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.
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.

13.Assessment

1. The school has the same high expectations of the quality of pupils' work in RSHE and as for other curriculum areas.
2. Lessons are planned to provide suitable challenge to pupils of all abilities.
3. Learning will be formatively assessed to identify where pupils need extra support or intervention.
4. There are no formal examinations for RSHE education; however, to assess pupil outcomes, the school will capture progress in the following ways:
 - Retrieval formative assessments
 - Sample knowledge assessments
 - Self-evaluations

14.Staff training

1. Training will be provided by the Head of RE/ Associate Assistant Headteacher Personal Development and Ethos to the relevant members of staff on a termly basis to ensure they are up to date with the RSHE curriculum.
2. Training will also be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.
3. The school will ensure teachers receive training on and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.
4. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.

15. Monitoring quality

The Head of RE/ Associate Assistant Headteacher Personal Development and Ethos:

1. Is responsible for monitoring the quality of teaching and learning for the subject.
2. Will conduct subject assessments on a termly basis, which will include a mixture of the following:
 - Work scrutiny
 - Pupils and staff voice
 - Learning walks
3. Will create annual subject reports for the Headteacher and Governing board to report on the quality of the RSHE.
4. Will work regularly and consistently with the headteacher and RSHE link governor, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. Monitoring and review

1. This policy will be reviewed by the headteacher in conjunction with the Head of RE/ Associate Assistant Headteacher Personal Development and Ethos on an annual basis.
2. Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.
4. The next scheduled review date for this policy is September 2024