



Nottingham Roman Catholic Diocesan Education Service

THE BECKET SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

I have come that you might have life and have it to the full
(John 10:10)

SCHOOL MISSION STATEMENT

Through practicing the Catholic values and virtues found in The Becket Way, every person at The Becket School will achieve their full potential spiritually, morally, socially and academically. We will work in partnership with parents and carers to support our young people in following Jesus as our role model and living life in all its fullness.

We aspire to:

- **Work Hard** in all that we do – our faith, our school work and our relationships, embracing the opportunities offered to us
- **Be Loving** by treating others as we wish to be treated, recognising that everyone is made in the image and likeness of God
- **Do the Right Thing** by helping each other to encounter Jesus Christ

In this policy the Governors and teachers, in partnership with students 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.

Students' views about PSHCE and RSE have been gathered during a Department Development Review and have been analysed by the Leader of Learning for Personal Development, in conjunction with the Assistant Headteacher (with oversight of Personal Development) and the Headteacher.

In consultation with the Our Lady of Lourdes Catholic Multi-Academy Trust, the Ten:Ten Resources have been selected for use to deliver RSE. These resource are available for parents and carers to view via the Ten:Ten parent portal.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Advent term 2023.

This policy will be reviewed every 2 years by the Headteacher, Assistant Headteacher (with oversight of Personal Development), the Governing Body and Staff. The next review date is November 2025.

Dissemination

The policy will be given to all members of the Governing Body, and all teachers responsible for delivering RSE. Copies of the policy will be available to all parents through the school website and a copy is available in the school office. Details of the RSE curriculum will be published on the school website titled 'RSE Curriculum Intent'.

DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the student’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 able 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 contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

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

RATIONALE

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

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE, therefore, is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales, and as advocated by the DFE (and the Welsh Assembly Government), RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family, whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

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.

AIM OF RSE AND THE MISSION STATEMENT

The Becket School's 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 students' 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"⁴ 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

⁴ *Gravissimum Educationis* 1

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love
- the Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual students in respect to students' 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 students 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 students, 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.

PROGRAMME / RESOURCES

Our RSE programme is delivered through the Ten:Ten Life to the Full programme. The lessons incorporate videos and power points specifically created to promote discussion and inform students about RSE issues. Every resource is rooted in scripture and informs students firstly of the Catholic Church's teachings whilst also sharing other world views as per the statutory framework. We have further supplemented the resources with workbooks created by the Assistant Headteacher (with oversight of Personal Development). Assessment of students' learning in RSE will take place during lessons, with focus on questions and answers, quizzes and low stakes tests to ensure teachers can gauge the level of understanding reached.

Programme of study:

Year 7	
Session Title	Overview
Session One: Who Am I?	The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Students will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons.
Session Two: Changing Bodies	Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.
Session Three: Healthy Inside and Out	In this session, students identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem

Session Four: Where We Come From	This session enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.
Session Five: Family and Friends	In this session, students will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship.
Session Six: My Life on Screen	Rooted in the teaching that we are made out of love for love, students will explore their digital lives and the effect our use of digital technology can have on ourselves and others.
Session Seven: Living Responsibly	Building on previous sessions' learning about behaviour management, the final session of the Foundation Programme explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities.

Year 8	
Session Title	Overview
Session One: Created and Chosen	This foundational session helps students at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is in God: as people created, chosen and loved by Him. Students will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.
Session Two: Appreciating Differences	Building on the teaching that our deepest identity is in God, students will learn about male/female differences, including issues such as gender stereotypes, gender identity and gender dysphoria. Students will understand that equality is of great importance, and that we should celebrate our uniqueness. Students will learn about different perspectives regarding gender and transgender identity and they will know that bullying and marginalising others is always wrong because every person is a child of God, worthy of love.
Session Three: Feelings	This session explores God's wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Students will also learn that God has a plan for sex: that our deepest drive to love and be loved is met through sexual union which is total, faithful and open to the precious gift of life.
Session Four: Before I Was Born	This session invites students to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.
Session Five: Tough Relationships	Building on themes of equality and celebrating difference, this session addresses themes prejudice and discrimination, both historical and current. Students will learn about privilege, 'Protected Characteristics' and how to resist judgement. The session ends with a challenge for students to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.
Session Six: My Think Before You Share	This session explores the social, personal and legal consequences of sharing images of a sexual nature. Students will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Session Seven: Wider World	Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, students will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. Students will be given the opportunity to examine and commit to change their own behaviour.

Year 9	
Session Title	Overview
Session One: The Search for Love	This lesson begins the Year 9 module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. Students will learn that human love is a sign of the "greater love" of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human love that should be delayed until marriage.
Session Two: Love People, Use Things	Building on the teaching in RE about sexual intimacy, this session explores some key issues for Year 9 students regarding sexual desire, casual sex, pornography and masturbation. It will empower students to love people and use things, rather than the other way around.
Session Three: In Control of My Choices	This session helps students to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. Students will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.

Session Four: Fertility and Contraception	Through interviews with experts and testimonies from couples, students will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will also be taught the Church's teaching on contraception and the value of life, and the specifics of how different contraceptives function.
Session Five: Marriage	In this session, students will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) leading to teaching about the nature and importance of sacramental Christian marriage. Students will also be encouraged to consider their own future relationship plans and give thought to developing the virtues they will need.
Session Six: One Hundred Percent	In this lesson, students will learn about non-physical and online consent (physical consent and sexual exploitation are covered in the next session). They will learn that consent given under pressure or coercion is not true consent.
Session Seven: Knowing My Rights and Responsibilities	The final session of this programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.

Year 10	
Session Title	Overview
Session One: Authentic Freedom	Through a film where a young couple explore issues such as peer pressure, virginity, love, sex and responsibility, this session discusses the objective reality of sex: pregnancy and chemical bonding between two people. A common belief is that 'personal freedom is doing what you want as long as no one gets harmed', but this session holds up an alternative perspective: that making a loving gift of self is an ideal worth holding out for, one which leads to authentic freedom.
Session Two: Self-Image	This session addresses themes such as body image, body shame and control over sexual urges to explore positive and negative ways of feeling attractive and confident in ourselves. Students will learn that true confidence in who we are, including confidence in our bodies, comes from knowing we have dignity – that we are to be valued and respected not because of how we look or what we do, but just by being alive, created by God and called His child.
Session Three: Beliefs, Values and Attitudes	Through a film where a young man experiences an internal moral battle and the story of executed anti-Nazi activist Sophie Scholl, this session reveals the importance of knowing our own beliefs, values and attitudes so that we are not at risk of making decisions which go against them. Students will be given the chance to interrogate their own core values and consider how faith can give us the courage to stand up for what we believe in.
Session Four: Parenthood	Following after a film where a teenage girl has a blazing row with her Dad and realises she had been taking him for granted, this session considers what it means to be a parent, including issues such as love, dedication, obligation, commitment, sacrifice and a lifetime of responsibility. Marriage is positioned as the ideal foundation for parenthood and family life, and God as our unconditionally loving Father.
Session Five: Pregnancy and Abortion	In this session, students are encouraged to develop their own values and attitudes towards abortion, based on teaching about the stages of life in the womb, abortion myths busted by a medical expert, the Church's teaching and different accounts of people who have experienced abortion (note that students might find some of these difficult to hear). Pregnancies of all kinds, including unplanned and involving disability, are positioned as invitations to respond with love to the gift of life.
Session Six: Abuse	This session unpacks different types of abuse (physical, emotional, domestic and neglect), which are all incompatible with an understanding of innate human dignity. The session also touches on topics such as entrapment, manipulation, sexual grooming, cyberbullying and pornography. Students will learn that people are not things to be used but uniquely precious persons to be loved and cherished, that we should remain vigilant to abuse in our own/others' relationships and that victims of abuse should always be encouraged to speak out and access support.
Session Seven: Solidarity	Through a drama where a teenager wonders if their small act of charity can possibly make a difference on a wider scale, this session explores the Catholic Social Teaching principle of 'integral ecology', where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment and the whole of creation. Students will be challenged to live wisely, think deeply and love generously in order to live in solidarity and peace with God's creation.

Year 11	
Session Title	Overview
Session One: Self-Worth	In this Year 11 programme, Nathan and Mairi introduce different people each week who share their own stories and insight. This first session shows two young people, Torema and Joseph, sharing individually about how they experienced a lack of self-respect and dignity as a result of their formative experiences, and then had a lightbulb moment (conversion) through which they began to see their true value. This session invites students to consider how they respect themselves and others, and the role God can play within that.
Session Two: Addiction	In this session, students hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith. Students will learn through her story and discussion activities that the pull of short-term highs is strong, but that maturity and growth happens through appreciating one's own life as a gift and learning to make a gift of oneself to others. Mairi and Nathan invite students to consider their own patterns or tendencies towards addiction, because being aware about our own addictions can help us to be more patient and honest with ourselves and others.
Session Three: Eating Disorders	In this session, Mairi and Nathan introduce two people, Sarah and James, who both suffered with poor emotional health when they were growing up, which led to an eating disorder. James and Sarah have now come through their difficult experiences and speak with great insight about their past emotional and physical struggles. Through their stories and classroom discussion, students will learn that gaining insight into oneself is a key to well-being. This session invites students to consider their own deepest needs and the complexities and contradictions within themselves.
Session Four: Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued. Mairi and Nathan lead students through an interview with Em and Sammy, a married couple who tried artificial contraception before moving on to use Natural Family Planning as they grew to appreciate that sex includes the gift of fertility. This led them to a deeper reflection on how love, sex and procreation are all intrinsically linked - because that's how God intended it to be. Through activities and discussions, students end the session with an invitation to consider what they want their future lives to be like.
Session Five: Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships. Mairi and Nathan introduce Isaac and Charlotte, who speak frankly and honestly about their own struggles with pornography. The ultimate takeaway for students is that sexual desire is powerful: making it a part of authentic love is a lifelong challenge and responsibility, but one that leads to maturity and fulfilment.
Session Six: STI's	In this session, students meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. This led to a lot of risky behaviours, including promiscuity, drug misuse and addiction, various Sexually Transmitted Infections (STIs) and two abortions. Through Bobbi's story, activities and discussions, students will consider how the reality of STIs connects to deeper questions about sexual choices and consequences, and how to rethink behaviour that causes harm.
Session Seven: Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable. The final interviewee is Annabel, who shares about her own journey of looking for love. Through Annabel's story, students will be able to consider what is meant by coercive control and how this type of abusive relationship can develop. They will also be able to discuss issues such as rape, victim-blaming, sexism and misogyny.

The programme is supplemented by Cinema in Education sessions. These are drama-based videos which give students the opportunity to put their learning into discussion based practice facilitated by Personal Development teachers.

Cinema in Education:

Year Group	Title	Overview
Year 7	Facts of Life	Facts of Life is a story about friendship, new beginnings, bullying, aspiration, and the impact of social media on relationships. It helps young people to see their true, innate value through the eyes of God.
Year 8	The Trouble With Max	The Trouble With Max allows young people to reflect personally on the negative pressures and influences they are faced with and to combat these lies with a deeper understanding of the truth about who they are.

Year 9	Love, Honor, Cherish	Love, Honour, Cherish explores peer pressure, relationships, sexting and the impact of the media. It promotes the virtue of chastity, love and marriage.
Year 10	Babies	'Babies' covers a wide range of themes dealing with teenage pregnancy, abortion, parenthood, relationships, marriage, family life, love and responsibility. It enables young people to understand delicate issues with their hearts and minds.
Year 11	Truth and Lies	'Truth and Lies' uses a mixture of drama, documentary, discussion and reflection to help students understand that pornography negatively impacts the self, relationships and the wider world.

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

Parents are consulted annually. They have and will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. Parents have access to the Parent Portal of the Ten:Ten programme which allows access to the videos and power points used in the delivery of the programme. They will be able to view the resources used by the school in the RSE programme as copies are available to view in our school office. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students 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 students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Leader of Learning for Personal Development and the Assistant Headteacher with oversight of Personal Development. The Leader of Learning for Personal Development will lead a team of teachers to deliver the Ten:Ten RSE programme.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships between staff, other adults and students. They will also be contributing to the development of students' personal and social skills.

External Visitors

Our school will occasionally 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 'Checklist for External Speakers to Schools'⁵.

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

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- ensure that parents know of their right to withdraw their children
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

Headteacher

The 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.

Leader of Learning for Personal Development

The Leader of Learning for Personal Development, 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 will be supported by the Assistant Headteacher with oversight of Personal Development and the Assistant Headteacher overseeing Safeguarding.

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 students. 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 content is to be delivered as part of the PSHCE framework through curriculum lessons 'Personal Development'. It includes guidelines about student safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc).

Students 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 students.

⁵ CES Checklist for External Speakers to Schools, 2016

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students 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. The Leader of Learning for Personal Development will guide students on how they can ask questions both privately and publicly.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and students, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 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. Staff will seek guidance from the Leader of Learning for Personal Development or the Safeguarding Team if these questions arise.

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 students 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 students 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 students 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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students 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, head teacher, but that the students would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The Leader of Learning for Personal Development will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to students, and / or by discussion with students, staff and parents. This process is known as a Department Development Review. 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.