

## **Relationships & Sex Education Policy**

**THIS POLICY IS BASED ON THE MODEL POLICY ISSUED BY THE CATHOLIC EDUCATION SERVICE FOR CATHOLIC SCHOOLS.**

**Document Management:**

Date Policy Approved: 27 June 2017

Date Amended:

Next Review Date: June 2020

Version: 1

Approving Body: Curriculum & Standards Committee

## **1. Introduction**

In this policy the Directors, Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE), and rationale for and approach to relationships and sex education in the school. This policy has been prepared following changes in the law and in particular the requirement to place such education in a moral framework, having due regard for the value of family life.

The DFE guidance defines RSE as *“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”*<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: *“attitudes and values, personal and social skills, and knowledge and understanding”*<sup>2</sup>.

Relationship and sex education is mandatory in schools within the framework of the Curriculum (in particular in Health Education) with an opt out clause for those parents who wish to take it. 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. The concern and sensitivity around AIDS and HIV, coupled with parental and educators anxiety over the misinformation concerning sex and healthy relationships provided by the media, has placed greater emphasis on the requirement for sex education in schools and at home.

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with other policy documents (for example, Bullying, Safeguarding etc.). Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## **2. Rationale**

*‘Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away.’ (1 Corinthians 13:4-8)*

*‘I have come that you may have life and have it to the full’ (Jn. 10.10)*

---

<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>2</sup> ibid

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, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

For such education to be successful it must be fully integrated into the curriculum, for, by its very nature, it is cross curricular: science, religious education, health education, literature, the arts and PE all have a key role to play. The whole curriculum conveys value and helps in the moral growth of pupils. *"The Church is formally opposed to an often widespread form of imparting sex information dissociated from moral principles" (Familiaris Consortio 37)*

Education in sexuality should be developmental; relationship and sex education should enable sexuality to be integrated into personal growth from infancy through adolescence and beyond. This requires primary and secondary phases to meet physical, spiritual, moral and emotional requirements of their pupils through the education they offer. This necessarily involves dialogue and cooperation between primary and secondary spheres of schooling and with parents.

As a Catholic School, a teacher should point out to pupils, as appropriate, the Catholic Church's teaching regarding sex outside of marriage, contraception and other aspects of Catholic morality. There is a mandatory duty to publish RSE curriculum information on the school website.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected, whatever household they come from, and support will be provided to help pupils deal with different sets of values.

The Bishops of England and Wales have, in Conference, expressed the vision that education in sexual matters should have a whole person and whole school approach in line with the mission of schools as Christian communities. This is now the policy of the Catholic Church in England and Wales.

Education in sexuality is a part of education in relationships. Every young person is entitled to experience a school climate in which the quality of relationships between staff and pupils, between the pupils themselves, is marked by honesty, personal identification, warmth, trust and security.

### 3. What is Relationships and Sex Education?

Relationship and sex education concerns the acceptance of one's own sexuality and the recognition that it is an expression of personality and relationship with others. Education in sexuality covers learning required in order to understand our own and other's sexuality and to develop skills and relationships, based on informed decisions and choices. Relationship and sex education encompasses more than an understanding of the workings of the reproductive system; it embraces the understanding of values, attitudes and beliefs towards anatomy, physiology and relationships. Above all, it includes the development of emotional maturity and the acceptance of responsibility and commitment.

### 4. Our Vision & Values

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a *"positive and prudent sexual education"*<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

**Our Vision:** Our schools will be places of excellence – providing service and witness to children, their families and the wider Catholic community, adding value as a family of schools and enriching the learning and experience of all our young people so they may achieve their full potential.

**Our Values:** The following values underpin everything the Trust and our Schools will do:

- **BEING** Just and Responsible: We seek to act justly, fairly and responsibly in all our relationships to ensure 'The Common Good' is upheld.
- **PROMOTING** Spiritual and Human Development: We believe a knowledge of and a personal relationship with Christ gives meaning and purpose to our lives.
- **ACHIEVING** Quality in Teaching and Learning: We believe everyone should gain dignity and self-worth through quality teaching and learning which allow all in our school community to excel.
- **SHOWING** Respect for Every Person: We believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.
- **CREATING** Community: We believe our schools to be faith communities where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for those most in need.
- **COMMUNICATING:** We value the views and opinions of the communities whom we serve and will actively engage and respond.

---

<sup>3</sup> *Gravissimum Educationis* 1

**The objectives of our policy:**

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

**To develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

**To develop the following personal and social skills:**

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

**To know and understand:**

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

## **5. Safeguarding**

As a result of discussion in class, pupils will sometimes seek staff to discuss personal problems, ranging from sexual advice on pregnancies and abortion, and exceptionally marriage preparation and guidance. If the issue relates to a possible case of child abuse, then the matter will be handled in line with the Trust's policy on [Safeguarding](#), and referred to the Designated Safeguarding Lead. If a teacher believes a pupil is in danger or suspects sexual abuse he/she should refer the matter to the Designated Safeguarding Lead who will then follow the Trust's Safeguarding Policy.

## **6. Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## **7. Equalities Obligations**

The Trust and our Academies have wider responsibilities under the [Equalities Act 2010](#) and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

## **8. Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a range of other viewpoints on issues. Pupils will also receive clear scientific information as well as covering aspects of the law pertaining to RSE (Including issues relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. Please refer to **Appendix 3** for the model curriculum.

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.

Teaching strategies will include: establishing ground rules, distancing techniques, discussion, project learning, reflection, experiential, active, brainstorming, film & video, group work, role-play, trigger drawings, values clarification. (See also 'Sex and Relationship Guidance'. DCSF 2000 for more detail)

## **9. Responsibility for Teaching the Programme**

Each of our Academies will identify a lead to the specific relationships and sex education programme, however, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **10. Specific Roles**

### **The Role of Parents and Carers**

*"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents"<sup>4</sup>*

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

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

Parents have **the right to withdraw** their children from RSE 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. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **The Role of Directors & Governors**

To determine a vibrant, imaginative and challenging curriculum ensuring that provision is broad and balanced and which meets the requirements of pupils with varying levels of ability, from the gifted to those with special needs. Also to review and approve policies that contribute to the curriculum including relationships and sex education, SEN, gifted and talented, RE and collective worship.

The Directors will regularly review and approve this RSE Policy curriculum.

Governors will:

- Consult with parents and teachers on any review of the Trust Policy;
- 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 (School Improvement & Curriculum Governor) to share in the monitoring and evaluation of the programme, including resources used;

---

<sup>4</sup> The Truth and Meaning of Human Sexuality, Pontifical Council for the Family, 1995.

- Ensure that implementation of the policy is supported by proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Governors will review the curriculum and curriculum resources that are being used by school to support its RSE programme (Through **Appendix 2**)

Governors also have a key role in ensuring that RSE is of the highest quality and meets the needs of children and young people in their school community. An audit tool for the Local Management Board is available in **Appendix 1**  
A Governor Audit for Monitoring RSE

### **The Role of the Principal/Headteacher and delegated responsibility**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Lead, parents, the Diocesan Schools' Service and also appropriate agencies.

The Principal/Headteachers have a particular duty to respect and support the primary role of parents in this field. They will make alternative arrangements if parents express the right to withdraw children and young people from RSE ([Section 405 of the Education Act 1996](#)) and provide material for parents to help the children and young people with their learning. The Principal/Headteacher will ensure that there is a statement in the school prospectus on RSE and that the details of the RSE curriculum are included on the school website. The duty to publish details of the RSE programme on the school website is mandatory.

The Principal/Headteacher will appoint a suitable and appropriately trained RSE lead. The lead with the Principal/Headteacher will have a responsibility for supporting other members of staff in the consultation and implementation of the school's RSE policy. They will provide a lead in the dissemination of the information relating to RSE and the provision of continual professional development (CPD) in RSE. CPD will also ensure that all teachers of RSE are familiar with the Church's vision and teaching in this field. They will ensure that any discussion or treatment of sexuality in the school curriculum is consistent with Catholic teaching. They will be supported by the curriculum leader and the Designated Safeguarding Lead.

The RSE lead will work with other RSE leads across the Trust in developing and moderating the curriculum and CPD.

The Principal/Headteacher and/or delegated RSE Coordinator will provide parents with opportunities for consultation and involvement in any proposed RSE programme before it is initiated and make parents aware of their right to withdraw their children from these lessons.

### **PSHE/RSE Co-ordinator**

The co-ordinator with the Principal/Headteacher 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.



## **The Role of Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Each child and young person is entitled to experience “a school climate in which the quality of relationships between staff and pupils, between pupils themselves, is marked by honesty, personal identification, warmth, trust and security.”<sup>5</sup> All adult members of the school community are role models of good relationships and educators in this dimension of pupils’ development. However, the teacher is the single most important contributor. The teacher’s role, in particular, is to value and affirm all pupils, to actively promote open and honest relationships, to develop gospel-inspired pastoral systems and to provide effective learning in RSE.

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

## **The role of visitors and external agencies including the school nurse or any on-site health clinic**

Our Trust will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor will be vetted in accordance with the Trust policy on visitors to school (See Political Indoctrination Policy)

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. Health professionals are bound by their professional codes of conduct.

Visitors with particular expertise can also support the Trust through CPD, supporting the RSE coordinator with curriculum design and working with parents.

## **11. Children’s Questions**

The Directors and Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be 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

---

<sup>5</sup> Education in Sexuality. Some Guidelines for Teachers and Governors in Catholic Schools, CES, 1994

discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. ([See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 01/16/2000, Department for Education and Employment, July 2000](#) for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **12. Supporting Children and Young People Who Are At Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the [trust's safeguarding policy](#) and immediately inform the designated senior member of staff responsible.

## **13. Confidentiality**

All governors, teachers, support staff, parents and pupils are aware of the Trust's [Safeguarding Policy](#), particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers will explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, headteacher, designated safeguarding lead but that the pupils would always be informed first that such action was going to be taken.

## **14. Sensitive Issues**

In accordance with our Catholic ethos, sensitive issues as identified in guidance from the Catholic Education Service will be included in the RSE Curriculum. Our approach will be in line with our Mission Statement and the aims and objectives as described previously.

### **14.1 Sexually Transmitted Infections (STIs)**

Within the Curriculum we will inform, at appropriate stages, all pupils of the different sexually transmitted diseases, symptoms, effects and prevention.

### **14.2 HIV & AIDS**

We will endeavour to act in such a way so that no one living with or affected by HIV and AIDS, is excluded or prevented from benefiting from the services our school offer.

Confidentiality concerning a person's HIV status must be safeguarded at all times.

As part of our Religious Education curriculum, we provide clear information about the nature of the virus, transmission, misconceptions and attitudes. We endeavour to foster a sense of responsibility and respect for oneself and others, and to provide young people with the self-esteem, confidence and skills they need to develop healthy relationships.

### **14.3 Contraception**

The DfE makes the following statement about contraceptive advice:-

“It is important to distinguish between, on the one hand, the schools function of providing education generally about sexual matters and on the other, counselling and advice to individual pupils on these issues ..... particularly if this relates to their own sexual behaviour”.

“Particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. The general rule must be that giving an individual pupil advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities”.

### **14.4 Homosexuality**

As in line with [Equal Opportunities legislation](#), we endeavour to explore this issue in a sensitive and caring way. As teachers, we have a responsibility to educate all pupils about the diversity within society, to encourage pupils to feel positive about their choices and feel free from discrimination.

The issue of homosexuality is addressed through the wider issue of relationships. As a community of Catholic School, we point out to pupils the Church's teachings and we encourage pupils to be non-judgemental in their daily lives towards a person of a different creed, race, sexual orientation, sex or ability through the academic and pastoral curriculum, in lessons, assemblies, retreats and additional activities.

### **14.5 Marriage (Same Sex Couples) Act 2013**

The [Same Sex Couples Act 2013](#) extends marriage to same sex couples in England and Wales. Teaching about the nature of marriage must reflect this following Catholic Church teaching and guidance. Nothing in the Act affects the Trust's rights to teach marriage or the position of the Catholic faith on same sex relationships provided it is done in an appropriate, sensitive, reasonable, professional, objective and positive way.

## **15. Monitoring and Evaluation**

This policy will be reviewed every three years in consultation with the Headteacher, RSE Co-ordinator, the Local Management Board and Staff. The next review date is June 2020.

The RSE lead co-ordinator will monitor the provision of the various dimensions of the RSE programme by examining plans, schemes of work and samples of pupils work at regular intervals. Governors remain ultimately responsible for the policy.

School Improvement staff will review the RSE provision through reference to the Quality Standard for RSE attached at **Appendix 4**.

The Bishops on the CES management committee have approved the following Catholic RSE resources for use in Catholic schools. These resources have been developed using expertise

of teachers who deliver RSE and PSHE in a Catholic context. The resources are available to download below. They include:

The resources include:

- [A model Primary Catholic RSE Curriculum](#)
- [A model Secondary Catholic RSE Curriculum](#)
- [A model RSE policy for Catholic schools](#)
- [Good practice in developing a Catholic school RSE policy](#)
- [A quality standard for Catholic RSE](#)
- [A Governor Audit for RSE](#)
- [A document which sets out who is responsible for teaching RSE](#)
- [Outstanding RSE in a Catholic Context – A case study](#)

**A Governor Audit for Monitoring RSE**

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met.			
The policy has been ratified by the Board of Directors.			
The policy is consistent with the Catholic mission and ethos statement of the school and in accordance with Catholic teaching.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.			
There is a designated governor to monitor RSE (School Improvement & Curriculum Governor).			
Governors are aware of how RSE is taught across the school and have been engaged in the choice of resources used.			
A range of appropriate RSE resources are used to meet the needs of all pupils.			
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.			

Parents/carers are regularly made aware of how RSE is taught throughout the school.			
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home?			
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.			
All staff understand their role in the delivery of RSE.			
Staff training needs are audited to help determine the programme of CPD for RSE.			
The policy takes into account issues related to equal opportunities.			
There is a confidentiality policy developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.			
Next steps:			
Completed by:		Date:	

### Use of Materials and Selection of Resources

The Trust will use resources endorsed by the Diocese to teach the RSE Curriculum when this is not the case the following will apply:

- Is the resource in accordance with the moral teaching of the Catholic Church?
- Does the resource promote a 'positive and prudent' approach to RSE?
- Is the resource consistent with the vision and values set out in the school's RSE policy?
- Are the facts given accurate and up-to-date?
- Is the material appropriate to children and young peoples' age and stage of development and cultural background e.g. language, content, pupils with SEND.
- Are the materials user-friendly and easily accessible for pupils and teachers?
- Are teachers familiar with resources used and have they received appropriate training?
- Is there a range of types of resource being used e.g. DVD, games, models, audio and visual and do they encourage participatory learning?
- Does the resource show positive images of a range of children and young people and is it inclusive?
- Does the resource fit into a planned and developmental programme of RSE?
- Will the resource be used in its entirety or will it be adapted or used selectively?
- Are parents and carers familiar with and have been consulted about resources in use?
- Have resources been evaluated by children and young people and feedback acted upon?



## **Model Catholic RSE curriculum**

**Autumn 2016**



## **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

### **Pedagogical principles**

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

#### **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

#### **Differentiated**

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

#### **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

#### **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

#### **Co-ordinated**

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the

subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

### Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

### The structure of this model curriculum.

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- **Created to love others** (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

### Christian virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

## Primary Phase

### Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>
Religious understanding of the human person: loving myself	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</li> </ul>

<p>Me, my body and my health</p>	<p><b>Pupils should be taught:</b>  <b>Me</b>                  1.1.3.1. We are all unique individuals                  1.1.3.2. We all have individual gifts, talents and abilities  <b>My body</b>                  1.1.3.1. The names of the external parts of the body                  1.1.3.2. The similarities and differences between girls and boys  <b>My Health</b>                  1.1.3.3. How to maintain personal hygiene                  1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.</p>	<p><b>Pupils should be taught:</b>  <b>Me</b>                  2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy                  2.1.3.2. Strategies to develop self-confidence and self-esteem                  2.1.3.3. Each person has a purpose in the world                  2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)  <b>My body</b>                  2.1.3.5. Their body will change and develop as they grow                  2.1.3.6. About the growth and development of humans and the changes experienced during puberty                  2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)  <b>My health</b>                  2.1.3.8. How to make informed choices that have an impact on their health</p>
<p>Emotional well-being and attitudes</p>	<p><b>Pupils should be taught:</b>  <b>Emotional well-being</b>                  1.1.4.1. That we all have different likes and dislikes                  1.1.4.2. A language to describe feelings  <b>Attitudes</b>                  1.1.4.3. A basic understanding that feelings and actions are two different things                  1.1.4.4. Simple strategies for managing feelings and behaviour                  1.1.4.5. That choices have consequences</p>	<p><b>Pupils should be taught:</b>  <b>Emotional well-being</b>                  2.1.4.1. Their emotions may change as they approach as they grow and move through puberty                  2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings                  2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)                  2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves  <b>Attitudes</b>                  2.1.4.5. That some behavior is unacceptable, unhealthy or risky</p>

		2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
	<b>EYFS &amp; KS1</b>	<b>KS2</b>
<b>Life cycles and fertility</b>	<b>Pupils should be taught:</b> <b>Life cycles</b> 1.1.5.1. That there are life stages from birth to death	<b>Pupils should be taught:</b> <b>Life cycles</b> 2.1.5.1. How a baby grows and develops in its mother’s womb 2.1.5.2. To recognise the differences that occur at each stage of a human being’s development (including childhood, adolescence, adulthood, old age) <b>Fertility</b> 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

**Theme 2: Created to love others**

	<b>EYFS &amp; KS1</b>	<b>KS2</b>
<b>Education in virtue</b>	<b>In a Catholic school, pupils are growing to be:</b> 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you.” 1.2.1.6. Honest, able to tell the difference between truth and lies	<b>In a Catholic school, pupils are growing to be:</b> 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honesty, committed to living truthfully and with integrity

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious understanding of human relationships: loving of hers</p>	<p><b>Pupils should be taught:</b></p> <p>1.2.2.1. We are part of God’s family</p> <p>1.2.2.2. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.3. Jesus cared for others</p> <p>1.2.2.4. That we should love other people in the same way Jesus loves us</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.3. The sacrament of marriage involves commitment and selfgiving</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Relationships</p>	<p><b>Pupils should be taught:</b></p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special.</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.5. To recognise when people are being unkind to them and others and how to respond.</p> <p>1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized</p> <p>2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>

Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p><b>People who can help me</b></p> <p>1.2.4.5. Who to go to if they are worried or need help</p> <p>1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behavior are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>People who can help me</b></p> <p>2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>
---	--	---

**Theme 3: Created to live in community (local, national and global)**

	EYFS & KS1	KS2
Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious understanding of the importance of human communities</p>	<p><b>Pupils should be taught:</b></p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the wider world</p>	<p><b>Pupils should be taught:</b></p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behavior has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>



## Secondary Phase

### Theme 1: Created and Loved by God

KS3

KS4&5

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>3.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>3.1.1.2. Appreciative for blessings</li> <li>3.1.1.3. Grateful to others and to God</li> <li>3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>3.1.1.5. Discerning in their decision making</li> <li>3.1.1.6. Determined and resilient in the face of difficulty</li> <li>3.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</li> <li>4.1.1.2. Appreciative for blessings</li> <li>4.1.1.3. Grateful to others and to God</li> <li>4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships</li> <li>4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement</li> <li>4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure</li> <li>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</li> </ul>
---------------------	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious understanding of the human person loving myself</p>	<p><b>Pupils should be taught:</b></p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church’s teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.5. Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p> <p>3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p><b>Pupils should be taught:</b></p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure;</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of selfdiscipline and moderation</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3</p> <p>4.1.2.4. The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</p> <p>4.1.2.6. The methods of informing one’s conscience and the absolute character of conscientious demands</p>
--	--	---

KS3

KS4&5

<p>Me, m y body and my health</p>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>3.1.3.1. To recognise their personal strengths</p> <p>3.1.3.2. To distinguish 'needs' from 'wants'</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p><b>My body</b></p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual</p> <p><b>My Health</b></p> <p>3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives</p> <p><b>My body</b></p> <p>4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures</p> <p><b>My health</b></p> <p>4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)</p>
-----------------------------------	--	--

Emotional well-being and attitudes	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.3. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>3.1.4.5. The concepts of sexual identity, gender identity and sexual orientation</p> <p><b>Attitudes</b></p> <p>3.1.4.6. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on self and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional wellbeing</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p><b>Attitudes</b></p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>
------------------------------------	---	---

KS3

KS4&5

Life cycles and fertility	<p><b>Life cycle should be taught:</b></p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p><b>Fertility</b></p> <p>3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.</p> <p>3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p><b>Life cycle should be taught:</b></p> <p>4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external</p> <p>4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p><b>Fertility</b></p> <p>4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods.</p> <p>4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age</p> <p>4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximize fertility</p>
---------------------------	---	--

**Theme 2: Created to love others**

KS3

KS4&5

<p>Education in virtue</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honesty, committed to living truthfully and with integrity</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context</p> <p>4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</p> <p>4.2.1.6. The importance of honesty and integrity in all forms of communication</p>
----------------------------	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious understanding of human relationships: loving others</p>	<p><b>Pupils should be taught:</b></p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. Recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>	<p><b>Pupils should be taught:</b></p> <p>4.2.2.1. Understand what the Church teaches about marriage, and when it is a Sacrament and the distinction between separation, divorce and nullity</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion</p>
--	---	--

Personal Relationships	<p><b>Pupils should be taught:</b></p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life</p>	<p><b>Pupils should be taught:</b></p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>4.2.3.7. The nature and importance of marriage; the difference between sacramental and civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
------------------------	---	--



	3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	
--	---	--

Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not ‘consent’.</p> <p>3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</p> <p>3.2.4.5. How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</p> <p>3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>3.2.4.7. Recognise the impact that the use of substances has on the ability to make good and healthy decisions</p> <p><b>People who can help me</b></p> <p>4.2.4.1. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>4.2.4.2. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</p> <p>4.2.4.3. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ right to give, not give or withdraw consent</p> <p>4.2.4.4. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships</p> <p>4.2.4.5. To understand the pernicious influence of gender double standards and victim-blaming</p> <p>4.2.4.6. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)</p> <p>4.2.4.7. About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it</p> <p><b>People who can help me</b></p> <p>4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p> <p>4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people</p>
---	---	---

		<p>4.2.4.10. Where and how to obtain sexual health information, advice and support</p> <p>4.2.4.11. About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy</p>
--	--	--

**Theme 3: Created to live in community (local, national and global)**

KS3

KS4&5

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>
Religious understanding of the importance of human communities	<p><b>Pupils should be taught:</b></p> <p>3.3.2.1. To discuss moral questions in a balanced and well informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p>	<p><b>Pupils should be taught:</b></p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation</p>

Living in the wider world	<p><b>Pupils should be taught:</b></p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.</p> <p>3.3.3.7. The potential tensions between human rights, English law and cultural and religious expectations and practices</p>	<p><b>Pupils should be taught:</b></p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand and the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take (including honour based violence, FGM, forced marriage) are never acceptable and why</p> <p>4.3.3.4. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.5. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.6. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.7. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
---------------------------	--	---



Relationships and Sex Education in Catholic Schools  
Quality Standard

1. Policies

Criteria	Minimum Evidence Required	Notes	School Notes
<p>1. The RSE policy is consistent with the Catholic mission and ethos statement of the school/academy and in accordance with Catholic teaching. It includes an outline of provision.</p> <p>2. The school has an up to date RSE policy which takes into consideration appropriate statutory and non-statutory guidance.</p> <p>3. The school has the following:</p> <ul style="list-style-type: none"> <li>• Safeguarding policy.</li> <li>• Confidentiality policy.</li> <li>• Equalities policy.</li> <li>• E-safety</li> <li>• Guidelines for outside visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• RSE policy in place approved by governors. Guidance for developing a policy and an exemplar policy can be found on the CES website.</li> <li>• All relevant policies in place and approved by governors.</li> <li>• Policies reviewed and signed off by governors every 1-2 years</li> <li>• Minutes of Governing Body meetings where approval has taken place</li> <li>• Statement regarding approach to RSE included in school's prospectus.</li> <li>• Details of RSE curriculum are published on the school's/academy's web site.</li> </ul>	<ul style="list-style-type: none"> <li>• Some policies may be combined.</li> <li>• In evidence column on the right, please indicate where policies may be found.</li> <li>• Policies should be developed in consultation with parents/carers, young people and governors.</li> </ul>	

## 2. Leadership and Management

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. There is a named and designated member of staff responsible for the organisation, co-ordination and provision of RSE.</li> <li>2. Also a named senior member of staff supporting the delivery, monitoring and evaluation of RSE within school (if this is other than the designated person above).</li> <li>3. There is a named and designated member of the Governing body with a responsibility to oversee policy, resources etc. as they relate to RSE</li> <li>4. There are identified members of staff to provide delivery of RSE.</li> </ol>	<ul style="list-style-type: none"> <li>• At least one named member of staff, designated responsible for RSE, recorded in some form in school documentation and named at the appropriate place on the school's website.</li> <li>• Senior member of staff with responsibility for overseeing RSE in line with other subjects within the school is identified in some form in school documentation.</li> <li>• RSE is included in the school's self-evaluation documentation and in the school development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective providers of RSE need to be enthusiastic about and committed to the provision of the subject and are supported to do so through appropriate high quality professional development.</li> <li>• Senior member of staff should ensure any findings from review or monitoring processes are written into the school's development plan.</li> <li>• The school chaplain, teaching assistants and other appropriate members of staff could be involved in the delivery of RSE and this would enrich provision.</li> </ul>	

### 3. Professional Development

Criteria	Minimum Evidence Required	Notes	School Notes
<p>1. All staff delivering RSE are provided with appropriate professional development (PD).</p> <p>2. The school has an appropriate number of staff who regularly attend professional development in order to ensure a continuity in good quality provision.</p> <p>3. New staff are provided with RSE specific PD in induction sessions.</p>	<ul style="list-style-type: none"> <li>• Certificates or documentation to confirm attendance at courses e.g. Diocesan PD programmes, 'Delay', National PSHE Programme. See Links section of document for details of available courses.</li> <li>• Dates of PD sessions with short description and dated attended as evidence of ongoing training.</li> <li>• Log of contents of induction programmes for new members of staff, which make explicit where the RSE content will be covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference could be made to 'cluster' groups of schools engaging with each other, sharing ideas, resources etc.</li> <li>• Note there will be a relevant subject networks in existence in a school's authority area, e.g. in PSHE, RE, which often host CPD at a regional level.</li> <li>• Staff should feel 'safe' when dealing with sensitive issues and have the appropriate PD to ensure this.</li> </ul>	



### 3. Developmental Teaching & Learning

Criteria	Minimum Evidence Required	Notes	School Notes
<p>1. Each class/group has a 'Group Agreement' in place in order to encourage honest and worthwhile debate and discussion. This agreement should reflect that issues around confidentiality have been discussed.</p> <p>2. School uses a framework for RSE which includes cross curricular provision e.g. RE, Science and which is jointly planned.</p> <p>3. Programmes of study and lesson plans are in place which are progressive and appropriate to the needs of the pupils/students.</p> <p>4. Pupils/students and parents have been involved in the development and content of the curriculum.</p> <p>5. The RSE sessions and lessons are part of the planned curriculum and feature in the school timetable.</p> <p>6. Programmes will make clear where the school works with partner agencies and professionals in the delivery of RSE.</p> <p>7. The delivery is inclusive in terms of age, gender, sexual orientation, disability, ethnicity, culture, religion or belief or other life experience.</p>	<ul style="list-style-type: none"> <li>• Concrete evidence, e.g. feedback from pupils or photos which indicate that group agreements are in place and have been arrived at collaboratively.</li> <li>• Cross curricular links e.g. RE, Science identified in planning documentation.</li> <li>• Time table which shows where delivery of RSE lessons/sessions takes place in the planned curriculum.</li> <li>• Schemes of work for RSE.</li> <li>• Long term and short term planning documents which reflect opportunities for debate and allow for sensitive discussion and active learning.</li> <li>• Opportunities for partner agency involvement identified in planning and evidence recorded to show that they are aware of protocol for visitors.</li> <li>• up to date and appropriate resources for all classes which include a variety of teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• For details of appropriate and relevant content which covers affective learning (emotional, physical, social, values, attitudes and skills) as well as content please see the CES Catholic RSE model curriculums.</li> </ul>	

<p>8. The RSE provision covers the material prescribed by the CES Model Catholic RSE Curriculums for year of schooling.</p> <p>9. RSE is delivered with confidence and within a values context that recognises the fundamental goodness of human relationships and sexuality.</p> <p>10. Correct language and terminology is used and is incorporated into lessons and 'Group Agreements'.</p> <p>11. Sessions and lessons are delivered to mixed gender groups but opportunities are given for single gender group work, and for individual follow-up, where appropriate.</p> <p>12. The RSE curriculum takes into account other risk and resilience factors.</p>	<ul style="list-style-type: none"> <li>• Outcomes from consultations with pupils/students and parents.</li> </ul>		
--	---	--	--

## 5. Assessment and Evaluation

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. The school implements appropriate assessment to show progression of learning.</li> <li>2. Assessment criteria are made clear to pupils.</li> <li>3. Through a variety of methods, the school evaluates the RSE provision to ensure it meets student needs.</li> <li>4. As a result of evaluation, school modifies plans if and as appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers' and Students' feedback</li> <li>• Record of work evaluation sheets</li> <li>• Evidence of progression in learning for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and evaluation are important in planning a comprehensive RSE curriculum to ensure progression, learning and development for each pupil/student.</li> <li>• Evidence could include, videos, photographs, drama.</li> <li>• Evidence could include photographs, displays, videos etc</li> </ul>	

## 6. Working with Parents and the Wider School Community

Criteria	Minimum Evidence Required	Notes	School Notes
<p>1. In the development of RSE provision, the following have been consulted:</p> <ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Governors</li> <li>• Staff</li> <li>• Students/ pupils</li> <li>• Partner agencies e.g. school nurse, diocesan education service</li> </ul> <p>2. The school works with partners/carers in a relationship of reciprocal learning, support and challenge to ensure that the needs of the children and young people are met.</p> <p>3. The school works collaboratively with the diocese and the LA to ensure that provision is coherent and appropriate to the school's context.</p>	<ul style="list-style-type: none"> <li>• Written evidence from those mentioned – dated notes from meetings.</li> <li>• Feedback from parents/students.</li> <li>• Courses/sessions provided for parents/carers</li> <li>• Evidence that parents/carers have been informed of the right to withdraw their children from any nonstatutory aspects of RSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should support their parents/carers and recognise that they are the primary educators for their children when it comes to RSE.</li> <li>• The school could arrange 'Speakeasy' or similar courses or provides especially designed sessions based on their school curriculum.</li> <li>• Minimum evidence could come in the form of photos, notes from student focus groups, School Council, surveys, needs analysis.</li> <li>• 'Draw and Write' evidence would be informative.</li> <li>• Student council or focus groups could also contribute.</li> </ul>	

## 7. Partnership Engagement

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. There is input from partner agencies school nurse, relevant professional or vocational expert, charities and agencies.</li> <li>2. A written contract in place which is discussed with visitors which allows both parties to understand clear objectives and outcomes for the visit.</li> <li>3. Visitors and the class teacher plan session(s) for students together.</li> <li>4. Visitors are always with a classroom teacher when delivering sessions.</li> <li>5. Input from partner agencies e.g. school nurse, relevant professional or vocational expert, relevant charities and agencies.</li> <li>6. Visitors are aware of the schools safeguarding, confidentiality and other relevant policies</li> <li>7. There is 'sign posting' to partner agencies for pupils and parents/carers.</li> </ol>	<ul style="list-style-type: none"> <li>• A blank contract/completed contract or service level agreement.</li> <li>• Emails confirming details of external provide agencies.</li> <li>• Evidence of joint planning i.e. lesson/session plans.</li> <li>• School Safeguarding and Confidentiality policies easily available.</li> </ul>	<p>Theatre in Education' performances and 'Health' drop down days are to be encouraged but as an addition to the curriculum <u>not</u> instead of it. Contributors should <u>enhance</u> the curriculum that is in place.</p>	

Action Planning		
Steps to take/ needed	Resources (materials, persons)	Timeline
1		
2		
3		
4		
5		
6		
7		